



*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<sup>1</sup>, 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<sup>2</sup>, 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.*

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<sup>1</sup> 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.

<sup>2</sup> 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<sup>3</sup>, 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.

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<sup>3</sup> 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.*<sup>4</sup>

### 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;*

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<sup>4</sup> 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).<sup>5</sup> 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*

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<sup>5</sup> 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]<sup>6</sup>*

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 <i>Fisher-Mendoza v. TUSD</i> . The parties to the case include TUSD, two plaintiffs groups representing African American and Latino students respectively, and the United States of America, represented by the Department of Justice. There is a court-appointed “Special Master” who oversees implementation, including monitoring and reporting, on behalf of the federal court.
Advanced Learning Experiences (ALEs)	USP Section V(A) identifies TUSD’s 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

<sup>6</sup> 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.

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

*“[T]he ALE Coordinator shall complete an assessment of existing ALE programs, resources, and practices 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 9 <sup>th</sup> -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 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 8<sup>th</sup> 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 improving identification, recruitment, and placement to ensure that students have access to AACs in a fair and nondiscriminatory manner; [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.)*
  - 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 identify, recruit and encourage 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 accessible materials (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]*
- Coordinating with the relevant administrator(s) at the Family Center(s) and in the District Office to distribute 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. INCREASE STUDENT ENROLLMENT**

*Strategies to . . . increase the number 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 middle 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 8<sup>th</sup> 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 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;*  
[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, policies, 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**

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

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Subcommittee 1	Parent Complaint Process	Amy Cislack Holly 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 Sacsco
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

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# Tucson Unified School District

## 2013/2014 GATE Models

<i>Program</i>	<i>Description/Qualifying Criteria</i>	<i>Number of Schools</i>	<i>Model Instructional Minutes</i>
Self-Contained	<p>(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.</p> <p>Kindergarten Qualifying Criteria</p> <ul style="list-style-type: none"> <li>✓ Raven/OLSAT-9 Stanine</li> <li>✓ OLSAT-8 Stanine <u>and</u> 200+ NCE</li> </ul> <p>1-7 grade Qualifying Criteria</p> <ul style="list-style-type: none"> <li>✓ 8 stanine on any test <u>and</u> 268+ NCE</li> <li>✓ 9 stanine on CogAT</li> </ul>	<p>5-Elementary</p> <p>3-Middle</p>	<p>335 minutes</p> <p>Up to 60 minutes per class</p>
Self-Contained – Dual Language	<p>(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.</p> <p>Kindergarten Qualifying Criteria</p> <ul style="list-style-type: none"> <li>✓ Raven/OLSAT-9 Stanine</li> <li>✓ OLSAT-8 Stanine and 200+ NCE</li> </ul> <p>1-7 grade Qualifying Criteria</p> <ul style="list-style-type: none"> <li>✓ 8 stanine on any test and 268+ NCE</li> <li>✓ 9 stanine on CogAT</li> </ul>	<p>1-Elementary (Hollinger)</p> <p>1-Middle (Pistor)</p>	<p>335 minutes</p> <p>Up to 60 minutes per class</p>

<p>Itinerant (Pull-out)</p>	<p>(Grades 1-8): This program, for 1<sup>st</sup> through 5<sup>th</sup> 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.</p> <p>Kindergarten Qualifying Criteria</p> <ul style="list-style-type: none"> <li>✓ Olsat 8+ stanine</li> <li>✓ Raven 9 stanine</li> </ul> <p>1-7 grade Qualifying Criteria</p> <ul style="list-style-type: none"> <li>✓ CogAT 8+ stanine</li> <li>✓ Raven 9 stanine</li> </ul>	<p>48</p>	<p>30-90 minutes</p>
<p>Resource</p>	<p>(Grades 6-10): This program, for 6<sup>th</sup> through 10<sup>th</sup> 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.</p> <p>Qualifying Criteria – any of the following:</p> <ul style="list-style-type: none"> <li>✓ GATE scores (OLSAT, CogAT, Raven)</li> <li>✓ Teacher recommendations</li> <li>✓ Grade point average (GPA)</li> <li>✓ Achievement test scores</li> </ul>	<p>10-Middle  8-High</p>	<p>Up to 59 minutes  Up to 60 minutes</p>
<p>Cluster Program</p>	<p>(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.</p> <p>Kindergarten Qualifying Criteria</p> <ul style="list-style-type: none"> <li>✓ Olsat 8+ stanine</li> <li>✓ Raven 9 stanine</li> </ul> <p>1-7 grade Qualifying Criteria</p>	<p>14</p>	<p>Up to 210 minutes</p>

	✓ CogAT 8+ stanine ✓ Raven 9 stanine		
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\*\*Self-contained program at Tully Elementary School is being phased out after the 2013/14 school year

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# Tucson Unified School District – Gifted and Talented Education Program

## IS YOUR CHILD?

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

## DOES YOUR CHILD?

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

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 Tucson – Programa de Educación para Superdotados y Talentosos

### ¿ES SU HIJO(A)

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

### ¿SU HIJO(A)

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

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 (1<sup>ro</sup>-8<sup>vo</sup> grado) y/o Raven (k-8<sup>vo</sup> 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 7<sup>mo</sup> 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.

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

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

Mother/Madre

Father/Padre

Guardian/Tutor

\_\_\_\_\_  
Date/Fecha

**Cr r gpf k z 'F**

# MARTHA GABUSI TAYLOR, J.D.

1930 N. Forty-Niner Drive  
Tucson, AZ 85749

520.271-3862 | 520.749-0345  
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- 8<sup>th</sup> 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 Doctorate - 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 8<sup>th</sup> grade self-contained gifted program and taught block-schedule advanced English and U.S. history curriculum in 8<sup>th</sup> 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

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### **Guidelines for Middle School GATE Resource Class**

1. All middle schools (grades 6<sup>th</sup> – 8<sup>th</sup>) 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 6<sup>th</sup> grade math, GATE 8<sup>th</sup> 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.

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## **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 8<sup>th</sup> graders (recruitment/marketing)
  - Letter sent to every parent of TUSD 8<sup>th</sup> grader, in Arizona Daily Star
    - Safford – October 15<sup>th</sup>
    - Pistor – October 21<sup>st</sup>
    - Cholla – October 1<sup>st</sup> and October 29<sup>th</sup>
- 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 22<sup>nd</sup>
  - Naylor Parent Night – October 24<sup>th</sup>
  - Mansfeld STEM Night – October 24<sup>th</sup>
  - Roskrige 8<sup>th</sup> grade assembly – October 25<sup>th</sup>
  - Fickett 8<sup>th</sup> grade assembly – October 30<sup>th</sup>
- 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 (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> 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 10<sup>th</sup> grade students IB DP information through English classes
- Presented to all 9<sup>th</sup> grade students Law/IB Prep information through English classes
- Part of elective video discussing law and IB programmes, presented to all 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students

**Cr r gpf k z 'G**



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.



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:**

\_\_\_\_\_  
Kris Kimel  
President, Kentucky Science and Technology Corporation

XX/XX/2012

\_\_\_\_\_  
DATE

\_\_\_\_\_  
Joanne Lang  
Executive Director, AdvanceKentucky

XX/XX/2012

\_\_\_\_\_  
DATE

\_\_\_\_\_  
[Teacher Name], AP [Subject]  
[School Name] High School

\_\_\_\_\_  
DATE

Principal's\* Initials \_\_\_\_\_

\_\_\_\_\_  
DATE

\*or AdvanceKY Administrator of Record

# **Appendix H**

# TUSD

## STUDENT GUIDELINES

6<sup>th</sup> – 12<sup>th</sup> grades

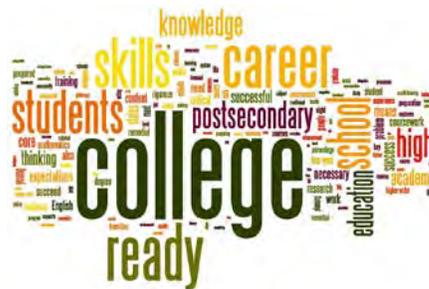
FOR ADVANCED ACADEMIC COURSES (AAC) AP, Advanced, Honors, GATE, IB\*

## 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. Your teachers will be there to help and support you if you take on this challenge. Why not talk to a school counselor about these opportunities if you still aren't sure.

\* AP = Advance Placement; IB = International Baccalaureate

# **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?

# **Appendix J**



# **Appendix K**



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

- **August 27** - Roskrige Middle School 6:00 pm  
501 E. 6<sup>th</sup> 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.



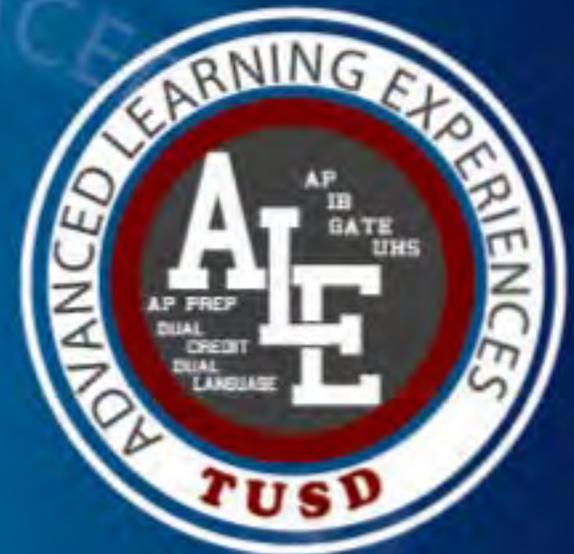
Students have the opportunity to earn an IB diploma and college credits. In 9th and 10th grade, students will take IB Prep/Honors courses specifically designed to prepare students for their entrance into the Diploma Programme. In their 11th and 12th grade years (2-year Diploma Programme) students take 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



# TUSD

[www.tusd1.org](http://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.



## 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.



## 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.

## 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 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](mailto:martha.taylor@tusd1.org)

**Find us on:  
Encuéntrenos en:**

**TUSD**

Delivering Excellence in Education Every Day  
Grow • Reach • Succeed



**TUSD**

TUSD-TV, Cox Channel 120

# **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.



**TUSD**

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

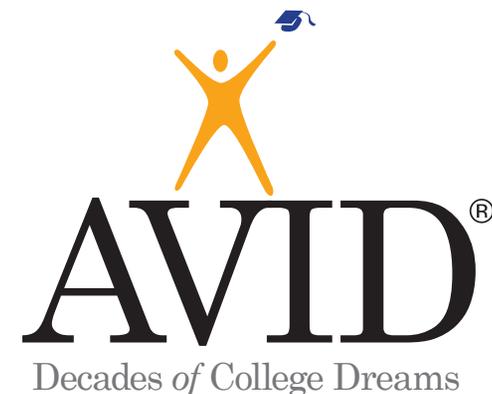
**Martha G. Taylor, M.A., J.D.**  
*Director of Advanced Learning  
Experiences (ALE)*

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

PHONE: 520-225-6237

EMAIL: [martha.taylor@tusd1.org](mailto: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.



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 criterion 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](http://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](mailto:sky.saczko@tusd1.org)

### Palo Verde High School

Joanna Goldberg, *AVID coordinator*  
[joanna.goldberg@tusd1.org](mailto:joanna.goldberg@tusd1.org)

### Pueblo High School

Patricia Manciet, *AVID coordinator*  
[patricia.manciet@tusd1.org](mailto:patricia.manciet@tusd1.org)

### Booth Fickett Middle School

Kim French, *AVID coordinator*  
[Kimberly.French@tusd1.org](mailto:Kimberly.French@tusd1.org)

### Secrist Middle School

Shirley Regole, *AVID coordinator*  
[shirley.regole@tusd1.org](mailto:shirley.regole@tusd1.org)

### Valencia Middle School

Kelly Cilano, *AVID coordinator*  
[kelly.cilano@tusd1.org](mailto: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**

**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.

<b>INFORMAL ATTEMPTS</b>	CAMPUS LEVEL	<b>STEP 1</b> 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.
		<b>STEP 2</b> 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.
<b>FORMAL ATTEMPTS</b>	CAMPUS LEVEL	<b>STEP 3</b> 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	<b>STEP 4</b>	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	<b>STEP 5</b>	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	<b>STEP 6</b>	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	<b>STEP 7</b>	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	<b>STEP 8</b>	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.



*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.**

# **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



**TUCSON UNIFIED SCHOOL DISTRICT**

**MEETING OF:** October 22, 2013

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

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**ITEM #:** 13

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**Information:**

**Study:** X

**Action:** X

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**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.

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**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

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**BOARD POLICY CONSIDERATIONS:**

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**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**



# TUSD

## University High School Admissions Process Revision

### **I. USP LANGUAGE**

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

#### **V. QUALITY OF EDUCATION**

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

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

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

### **II. EXECUTIVE SUMMARY**

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

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

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

**III. DEFINITIONS**

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

**IV. BACKGROUND AND TIMELINE**

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

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

The ALE Director and new principal of UHS were hired on July 1<sup>st</sup> 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 8<sup>th</sup> 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 9<sup>th</sup> and 10<sup>th</sup> 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 77<sup>th</sup> percentile rank and allows for students that may not score a 7 or higher in each sub test the opportunity to still meet the entrance requirements by obtaining higher scores in one or more sub test categories. Points are awarded for GPA and test scores according to the following tables. A minimum of fifty points and above qualifies a student for admissions to UHS. (See Chart below, page 3)

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

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

2.99-0

0

**VI. REVIEW PROCESS**

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

Since that time, a larger constituent group has had the opportunity to participate in discussions and overview of the admissions process. Multiple experts have been contacted and additional research has been completed as TUSD adjusted to the UHS principal transition and the hiring of an ABE 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**

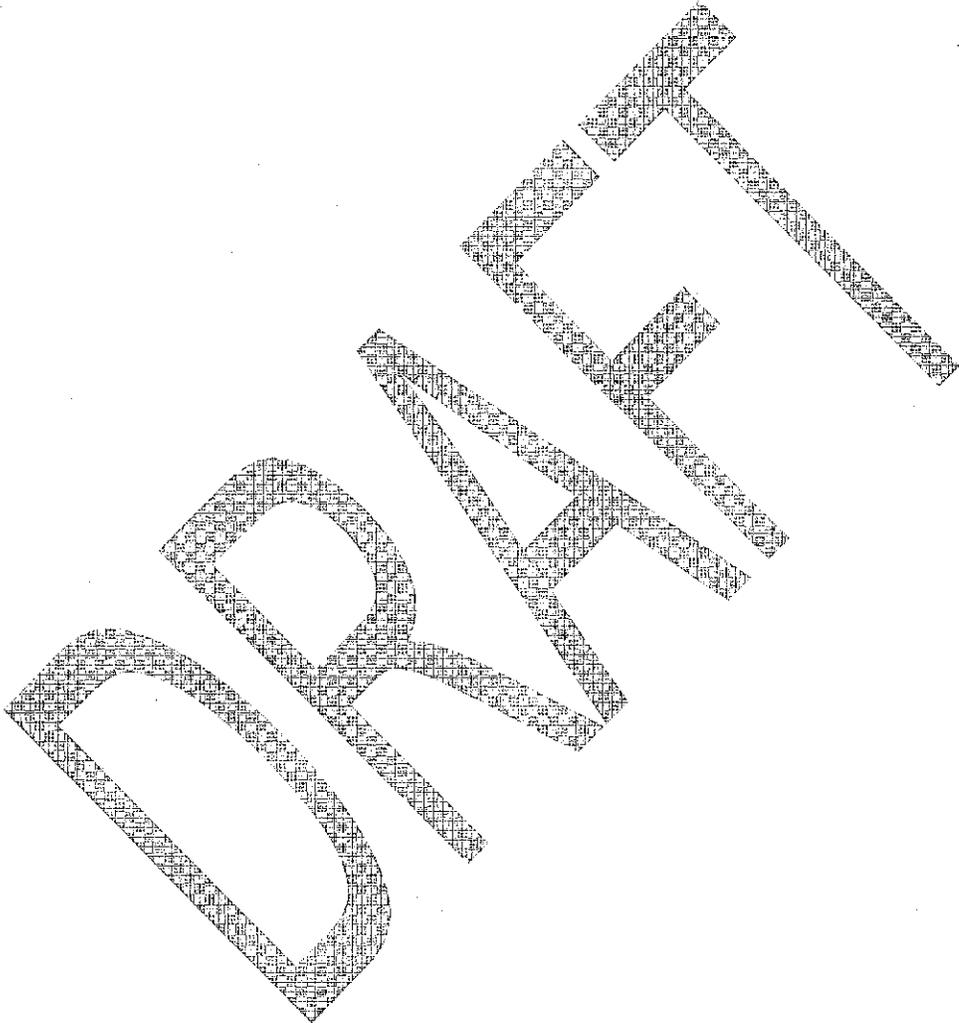
Multiple experts were contacted and interviewed regarding best practices, multiple measures, and other related topics.

Experts Contacted:

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

*See Appendix A and AA for summaries of interviews.*

*See Appendix K for expert reports*



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 8<sup>th</sup> 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.

DRAFT

# University High School Admissions Revision Plan

## APPENDICES

<b>Exhibit</b>	<b>Description</b>	<b>Page #</b>
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<b>D</b>	Review of Top Ranked AP Schools	18-24
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# APPENDIX A

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

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

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

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  - 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.

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

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**Appendix A: Expert Interview**

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

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**Appendix A: Expert Interview**

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

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

July 2, 2013 (conducted by Juliet King)

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

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

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

August 22, 2013 (conducted by Juliet King)

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

**5. Kenneth Bonano, Principal @ Scarsdale High School**

September 4, 2013 (conducted by Martha Taylor)

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

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

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

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

**6. Jeannie Franklin – 9/9/13**

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

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

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- MS/HS – working with grade 8 students – magnet HS for computer and/or math – greatest lack of AA and Hisp; highly competitive; these are most competitive for diversity – coordinators build relationships with principals – target high math classes in 8<sup>th</sup> 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 8<sup>th</sup> grade → 1) Assessment (Pearson – done for Montgomery County), 2) essay during test GPA (open-ended Q, get 60 minutes, one-page front and back; score by two scorers hired by system (former Ts with engl background use rubric – read about 900 essays total 3) School recommendation piece (only at ES) – Qs answered by school team (counselor puts together team 2-3 people – most important info from core content Ts), 4) school advocacy to surface S who are non-traditional applicants, needs can't be met at home school = principal final signature but anyone in school can advocate for a particular S 5) GPA 6) admission essay – typed at home 7) T recommendations; \*in general; small changes for different magnet schools (only at HS)
  - Over ten years has increased AA/Hisp S in high schools; multiple criteria has improved it over time; still have work to do bc still at half of what we want; before we were at 10% AA and invited 2%, now we invite 5%; improvements slow
  - Model that is successful = preparation program (Young Scholars Program – grades 2<sup>nd</sup> – 5<sup>th</sup>); impacted areas only – have Saturday school (\$50 for whole year and work with T); not working with S who need enrichment but w/ student who are above grade level and support them. 4-5 years and is working = 24% invited vs. 19% in reg pop)
  - Bc of test prep not level playing field; problem – change test but...; YSP not test prep but higher-level thinking skills and activities
- Results – in ES School Advocacy – despite depression of scores would still be a good match; not always invited but do have a higher rate of invitation – get strong look; individual decision per file – no rubric used – looking at whole profile of S;
- MS → struggle to get MS principals to advocate – time consuming; this year adopt a few principals and encourage them to have staff to advocate – committed, persistent, work hard, problem-solving, etc. Narrative about non-traditional S;
- Entrance Committee - ??
- Assessment - ES – looking to use the COGat; new test; deal with test prep
- Parent concerns – test prep booklet (few pages of examples, testing format, not actual Qs, time limits, 504/IEP info, etc.) vs. \$800 weekends test prep program

# APPENDIX AA

**Taylor, Martha**

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**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](http://www.imsa.edu)

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

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

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

Again, thank you so much for responding to me.

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

Hi Martha,

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

Best,

Kelly

Kelly Lofgren  
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Aurora IL 60506-1000  
630-907-5568  
[www.imsa.edu](http://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](mailto:martha.taylor@tusd1.org)

# APPENDIX B

**UHS Freshman Applications by Ethnicity - TUSD students only**

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

**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
<b>Total</b>	<b>190</b>	<b>165</b>	<b>199</b>	<b>172</b>	<b>234</b>	<b>196</b>	<b>254</b>	<b>222</b>	<b>243</b>	<b>220</b>

# APPENDIX C

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

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**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 or less).
- Parent Statement
- Teacher Evaluations
- Principal/Counselor Evaluation
- GPA/Transcript
- SAT exam score

Multicultural Recruitment Programs:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# APPENDIX D

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

School	Location	9th grade seats	Student count	% unrep	% 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	

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

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

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

**University High School: Admissions Revision for SY 2013-14  
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	

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

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

**University High School: Admissions Revision for SY 2013-14  
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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	

# APPENDIX E

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

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

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

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

# APPENDIX F

# Black Students on White Campuses: 20 Years of Research

William E. Sedlacek

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

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

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

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

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

## SELF-CONCEPT

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

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

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

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

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

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

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

### REALISTIC SELF-APPRAISAL

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

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

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

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

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

### UNDERSTANDING AND DEALING WITH RACISM

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

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, & Piant, 1980; Egerton, 1969; Jones et al., 1973; Semmes, 1985; Smith, 1980; Thompson & Michel, 1972; Westbrook, Miyares, & Roberts, 1977). This prejudice can take such forms as lower expectations of Black students than are warranted, overly positive reactions to work quality, reducing the quality of communications, and reducing the probability that faculty know students well enough to write reference letters.

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

#### Campus Life

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

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

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

#### Attitudes of White Students

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

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

#### COMMUNITY SERVICE

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

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

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

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.

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## APPENDIX A.

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

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

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

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

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

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

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

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

# APPENDIX G



**SECTION II. To be completed by the STUDENT.**

**ACTIVITIES, INVOLVEMENT AND ACHIEVEMENTS**

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

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

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

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

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

**OPTIONAL STATEMENT**

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

**SECTION III. To be completed by the STUDENT.**

Please respond on separate pages to the following questions.

**STUDENT ESSAY QUESTIONS**

1. If you are invited to attend the Academy you will be expected to adapt to new learning, living and social environments. You will be asked to live, study, and work with many people from different backgrounds from throughout Illinois. Please describe yourself to your classmates, teachers and others at the Academy. What interesting information **would you want others to remember about you?** **Secondly, what are some changes you perceive you would need to make to thrive academically and residentially at IMSA?** *(Word Guideline - In 500 words or less)*
  
2. Success is achieved in many ways and by using numerous variable factors. It is your task to do all below:
  - Develop a working equation/formula portraying the variables of being successful for advanced study in mathematics, science and technology.
  - Discuss your personal understanding of how this equation/formula creates a path for success.
  - Describe a time when you experienced success and its impact on you.  
*(Word Guideline - In 500 words or less)*
  
3. The mission of IMSA, the world's leading teaching and learning laboratory for imagination and inquiry, is to ignite and nurture creative, ethical scientific minds that advance the human condition, through a system distinguished by profound questions, collaborative relationships, personalized experiential learning, global networking, generative use of technology and pioneering outreach. Using your own words, describe how you will embrace, engage and advance the mission of IMSA if you are chosen to be a member of the class of 2016. *(Word Guideline - In 500 words or less)*
  
4. You have been awarded the resources required to initiate, design, and implement an innovative endeavor that will have an impact on the world through mathematics, science, engineering and/or technology. Describe your innovative endeavor, how you would go about starting it? What is its potential effect today and for future generations? *(Word Guideline - In 250 words or less)*

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

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

# APPENDIX H

# TEACHER EVALUATION OF APPLICANT - (Please check one)

MATHEMATICS     SCIENCE     ENGLISH     OPTIONAL

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

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

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

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

Student Applicant Signature                      Date

Parent/Legal Guardian Signature                      Date

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

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

Student Applicant Signature                      Date

Parent/Legal Guardian Signature                      Date

## TO BE COMPLETED BY THE EVALUATOR

**For 8<sup>th</sup> 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.

**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

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

**EVALUATOR INFORMATION:**

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

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

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

Which year(s) did you teach this candidate? \_\_\_\_\_

Course(s) of instruction with this candidate \_\_\_\_\_

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

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

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

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

000047

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

# APPENDIX I

# Liberal Arts and Science Academy High School

## Admissions Rubric, 2012-13

Criterion	Score of 5	Score of 4	Score of 3	Score of 2	Score of 1	Score of 0
<b>Application and Student Responses</b> (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.
<b>7<sup>th</sup> and 8<sup>th</sup> core course grades from Report Cards.</b> (Each grade level is scored individually.) If applying for other than 9 <sup>th</sup> 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.
<b>EOC/STAAR or other Standardized Test Scores.</b> (Each test section is scored separately.)	All middle school subject tests 25 points above advanced academic scale score (Other tests: 90 <sup>th</sup> percentile or higher.)	All subject tests advanced academics. (Other tests: 80 <sup>th</sup> percentile or higher.)	Some subject tests advanced academics, some passed. (Other tests: 70 <sup>th</sup> percentile or higher.)	All subject tests passed (Other tests: 50 <sup>th</sup> percentile or higher.)	Some subject tests passed, some failures. (Other tests: 49 <sup>th</sup> percentile or lower.)	All subject tests failed or missing TAKS scores.
<b>Teacher Recommendations</b> (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.
<b>LASA Admissions Test Scores</b> (Each test section is scored separately.) * Percentiles refer to the total population of 2012 prospective LASA CogAT test takers.	The average of the raw scores fall between 99 <sup>th</sup> --90 <sup>th</sup> percentiles inclusive.*	The average of the raw scores fall between 89 <sup>th</sup> --75 <sup>th</sup> percentiles inclusive.*	The average of the raw scores fall between 74 <sup>th</sup> --60 <sup>th</sup> percentiles inclusive.*	The average of the raw scores fall between 59 <sup>th</sup> --40 <sup>th</sup> percentiles inclusive.*	The average of the raw scores fall at or beneath 39 <sup>th</sup> 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
<b>2010-2011</b>							
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	
<b>2011-2012</b>							
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	
<b>2012-2013</b>							
Anglo	5	3	2	2	7	19	32%
Af-Am	0	0	1	0	1	2	3%
Hisp	7	5	5	3	11	31	53%
NA	1	0	0	0	0	1	2%
A-Am	1	0	0	1	1	3	5%
MR	0	1	0	1	1	3	5%
Total	14	9	8	7	21	59	

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

Anglo	35%
Af-Am	5%
Hisp	53%

# APPENDIX K

TUCSON UNIFIED SCHOOL DISTRICT

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September 13, 2013

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

From: Kenneth Bonamo, Principal of Scarsdale High School

**Re: University High School Admissions Process Revision**

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

### **Scope of Review**

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

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

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

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

### **Review of Final Draft**

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

TUCSON UNIFIED SCHOOL DISTRICT

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September 16, 2013

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

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

**Re: University High School Admissions Process Revision**

---

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

### **Scope of Review**

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

### **Review of Final Draft**

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

TUCSON UNIFIED SCHOOL DISTRICT

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10/3/2013

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

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

**Re: University High School Admissions Process Revision**

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

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

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

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

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

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

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

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

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

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

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

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

# **Appendix T**

**STATEMENT OF FACTS REGARDING TUSD’S COLLABORATIVE  
DEVELOPMENT OF THE UHS ADMISSIONS PLAN**

**A. The Unitary Status Plan**

The Fisher Plaintiffs, the Mendoza Plaintiffs, the United States and the District spent several months negotiating and developing a consent order for the purpose of resolving the longstanding desegregation lawsuit filed in 1974 by Plaintiffs. ECF No. 1450 at 5. While the negotiations took much longer than expected, the parties eventually entered into, and the Court adopted, the Unitary Status Plan (“USP”) on February 22, 2013 in furtherance of removing of all vestiges of discrimination within TUSD. *Id.*

Section V(A)(5)(a) of the USP directs TUSD to review and revise the admissions process for UHS to ensure that multiple measures for admission are used and that all applicants have an equitable opportunity to gain admission to UHS. USP § V(A)(5)(a). The original deadline for TUSD to comply with the USP was April 1, 2013. However, given that the April deadline had been contemplated when the parties expected the USP to be entered months earlier, the parties agreed the deadline should be extended to October 23, 2013.

**B. TUSD Gets an Early Start on the UHS Admissions Plan**

The USP provisions regarding admissions to UHS evolved significantly during the course of the USP negotiations. *See* Affidavit of Samuel Brown (“Brown Affid.”) ¶ 4. However, TUSD did not wait for the passage of the USP to begin its work on the revised UHS admission policy. *See* Brown Affid. ¶ 4; Affidavit of Juliet King, Ph.D. (“King Affid.”) ¶¶ 5-7. As soon as it became clear in January 2013 what the final provisions under the USP would require in connection with UHS admissions, TUSD began its work investigating a new and revised admission procedure. *Id.*

During January and February of 2013, UHS Principal Moll<sup>1</sup>, Dr. Juliet King, Ph.D (research project manager for TUSD) and UHS faculty member Michael Schmidt (also representative of the Instructional Council) conducted preliminary exploratory meetings on how to achieve the goals identified by the parties in the USP. *See* King Affid. ¶¶ 6-7. To this end, in February 2013 Dr. King conducted an analysis on behalf of TUSD, reviewing and surveying the best practices in admissions policies of exam high schools across the country. *See* King Affid. ¶ 7. Dr. King also created a chart summarizing the best practices review. *See* King Affid. ¶ 7, Att. B.

In March 2013, TUSD formalized the University High School Internal Working Group (“UHS Working Group”) exclusively dedicated towards the revision of the UHS admissions policy. *See* Brown Affid. ¶ 5; King Affid. ¶ 10. The UHS Working Group was made up of the following: UHS faculty (Math Teacher Mike Schmidt), the Instructional Council (Schmidt as representative), the UHS Principal and Assistant Principal, the UHS Site Council (Assistant Principal, UHS Office Manager and parent representatives), the Manager of School Admissions, UHS Learning Support Coordinator, UHS Career and Technical Counselor, UHS Office Manager, Foundation Board (UHS Office Manager as representative), UHS parents (Terry Adkins as representative) and UHS students (Mickey Cronin as representative). Dr. King, Samuel Brown (director of de-segregation for TUSD) and Martha Taylor (director of Advanced Learning Experiences) were also part of the UHS Working Group. *See* Brown Affid. ¶ 5, Att. A; King Affid. ¶ 8; Affidavit of Martha Taylor (“Taylor Affid.”) ¶¶ 2-4.

**C. TUSD Reviewed Both Internal and External Research of Best Admissions Practices**

In addition to the internal best practices review conducted by Dr. King in February 2013, the UHS Working Group reviewed best practices in findings from the nation-wide

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<sup>1</sup> Principal Packard is the current UHS principal, taking the position for the 2013-2014 school year.

study of 169 schools completed by Drs. Finn and Hockett, and published in 2012 in *Exam Schools: Inside America's Most Selective Public High Schools*. The UHS Working Group discussed some of the challenges facing exam schools—specifically that no school surveyed, nor the 11 schools presented as case studies, had developed admissions criteria that resulted in a more diverse student body. *See* Affid. King ¶ 11; Taylor Affid. ¶ 6-8. The use of multiple measures in and of themselves did not result in increased representation of underrepresented racial/ethnic groups. *Id.* The UHS Working Group determined there was no clear educational model to follow and would have to apply best efforts to identify an approach that would work for UHS. *Id.*

#### **D. TUSD Consulted With Experts**

The UHS Working Group consulted with experts Chester Finn and Jessica Hockett, co-authors of *Exam Schools*. *See* Affid. King ¶ 12; Taylor Affid. ¶ 7. These experts were chosen because they already had completed the only existing broad, comprehensive, national review of exam schools in the field and were in a position to help TUSD quickly narrow its research to those schools that most closely fit UHS' profile as a large public school with 1,000 applicants a year. *Id.*

The UHS Working Group further consulted with Dr. Lanny Kanevsky, professor at Simon Fraser University in Vancouver, Canada as an academic who has studied concepts such as student resiliency and motivation measures in gifted education (K-12) for the past 20 years. *See* King Affid. ¶ 13-14. Dr. Kanevsky cited the work of Dwerk, Gottfried and Gottfried, and Marsten (also experts in the field) and presented for consideration potential resiliency/motivation measures to the UHS Working Group including Dwerk's Mind-Set scale and Gottfried's Children's Academic Intrinsic Motivation Inventory ("CAIMI") and Pearson Resiliency Scales for Children and Adolescents. *See* King Affid. ¶ 14.

The UHS Working Group also interviewed Kelly Lofgren (Admissions Coordinator, Illinois Mathematics & Science Academy), Jeannie Franklin (Director of Division of Consortia Choice and Application, Montgomery County Public Schools), Dr. Tonya

Moon (University of Virginia, expert in Gifted Education and Academic Diversity), and Kenneth Bonano (principal of Scarsdale High School) regarding admissions measures. *See* Taylor Affid. ¶ 5.

#### **E. TUSD Sought Public Comment**

In addition to incorporating the research of best practices from schools across the county as well as experts, principals and school administrators nationwide, TUSD sought, perhaps most importantly, the input of the Tucson community. *See* Affidavit of R. Dean Packard (“Packard Affid.”) ¶ 5. Throughout the development of the Admissions Plan, TUSD sought to assure clear and open communications with the public about TUSD’s efforts, and with parent, student and faculty stakeholders concerning USP implementation at UHS. *Id.*

In particular, TUSD solicited feedback from the site council organized under A.R.S. § 15-351 (requiring each school to form a representative committee of parents, teachers, staff, community members, students, and administrators for consultation on school decision-making). *See* Packard Affid. ¶ 6. Additionally, TUSD solicited feedback from a very active University High School Parent Association (UHSPA). *Id.* Finally, TUSD solicited feedback from the families of potential future UHS students, UHS graduates, active UHS Alumni and Foundation, the public at large, TUSD administration, and the Governing Board. *Id.*

Public input was overwhelmingly in favor of maintaining the current admissions criteria (CoGAT/grades) as well as supplementing those with additional measures. Packard Affid. ¶ 9. One example is whether to include a personal essay in the admissions process. Many UHS stakeholders believe that a take-home essay would risk that the essay would reflect the work of persons other than the applicant. *Id.* TUSD then examined the possibility of short-answer essay questions, which had the advantage of being monitored during test administration. *Id.*

The evolving versions of the Admissions Plan (which were modified particularly in response to comments from the Plaintiffs and Special Master as described below) also were made public in Governing Board meetings. Those Board meetings occurred on July 30, 2013, September 10, 2013, and finally on October 22, 2013. On each occasion, the Governing Board heard about the interactive process taking place between the UHS Working Group, various stakeholders, the public, and the Plaintiffs and Special Master.<sup>2</sup> *See* Packard Affid. ¶ 11.

**F. The TUSD Consulted Extensively With Plaintiffs & the Special Master**

Based upon the best practices research and expert consultations, the UHS Working Group presented a preliminary draft Admissions Plan to the Plaintiffs and Special Master in July, 2013 for comment. *See* Brown Affid. ¶ 6; King Affid. ¶ 16. Over the next five weeks, TUSD, Plaintiffs and Special Master worked collaboratively towards a revised Admissions Plan. TUSD received comments, input and suggestions arising from ongoing discussions and email communications. *See* Brown Affid. ¶ 7. In particular, TUSD has been in regular contact with the Special Master on the Admissions Plan as well as other USP issues, including multiple telephone conversations a month and consistent email communications – including up to 20 emails per day on some days. *See* Brown Affid. ¶ 8.

In order to address comments and incorporate input from Plaintiffs and the Special Master, TUSD revised the Admissions Plan significantly and produced a revised plan on September 5, 2013. *See* Brown Affid. ¶ 9. The revised September Admissions Plan was re-circulated to Plaintiffs and the Special Master. *Id.* Following additional comments from Plaintiffs and the Special Master on the September

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<sup>2</sup> Based on the public comments received at the Governing Board meetings, and the exhaustive interactive process described above, overwhelming support for the Admissions Plan was clear by the time the Governing Board approved the Admissions Plan on October 23, 2013. *See* Packard Affid. ¶ 10.

Admissions Plan, TUSD initiated a conference call among the parties. *Id.* Following this lengthy conference call, TUSD summarized the remaining objections of the Plaintiffs and Special Master and provided them with a copy of this summary. *Id.* No party objected that this summary did not accurately reflect all remaining objections. *Id.*

Addressing the remaining objections and comments of the Plaintiffs and Special Master, TUSD revised the Admissions Plan yet again and produced a revised plan in October, 2013. *See* Brown Affid. ¶ 11. Specifically, TUSD expanded the admissions criteria to include not only the proposed motivation/resiliency test, but a non-cognitive assessment (short-answer essays), and a teacher evaluation component. *See* King Affid. ¶ 18. These elements were proposed to be piloted for sophomore admissions – providing TUSD time to select, administer, and evaluate appropriate instruments (including additional motivation/resiliency assessments). *Id.* During the entire comment process, the UHS Working Group was never provided any research, expert opinion, or data by Plaintiffs or the Special Master that contraindicated using the CAIMI, nor were any alternative measures such as student essays proposed. *Id.*

**G. Special Master and Plaintiffs Refuse to Participate in Mandatory 30-Day Voluntary Resolution Period Following Their Objections**

On October 31, 2013 the Mendoza Plaintiffs submitted written objections to the October Admissions Plan. On November 4, 2013, the Fisher Plaintiffs did the same. On November 5, 2013, the Special Master likewise submitted written objections. *See* Brown Affid. ¶ 11. The Special Master also submitted a proposed admissions plan (which was completely different from the proposed admissions plan he submitted to the Court on November 22). *See* Brown Affid. ¶ 11. The Plaintiffs' objections triggered the 30-day voluntary resolution period under the USP which provides that following receipt of objections from the Plaintiffs, the parties shall have thirty days

from the date Plaintiffs provide their comments to TUSD to resolve any disagreements prior to Court intervention. *See* USP 1.D(1).

TUSD believed that the objections could be resolved successfully during the 30-day voluntary resolution period mandated by the USP. *See* Brown Affid. ¶ 12. Accordingly, on November 13, 2013, TUSD sent Plaintiffs and the Special Master preliminary responses to the October/November objections. Affidavit of Lisa Anne Smith (“Smith Affid”) ¶ 6.

Later on the 13<sup>th</sup> Plaintiffs and the Special Master unilaterally and prematurely terminated the 30-day resolution period provided the parties to resolve remaining issues voluntarily and without Court intervention. *See* Smith Affid ¶ 7. In an email from the Special Master, he indicated that the Plaintiffs and the Special Master (apparently during conferences/communications from which TUSD had been excluded) had agreed to an “alternative plan” proposed by the Special Master. *Id.* Then, wholly disregarding the 30-day voluntary resolution period, the Special Master advised that he already had decided to submit a Report and Recommendations to the Court “as soon as [h]e can” – notwithstanding 21 days of the 30-day mandated voluntary resolution period remained. *Id.*

Despite the Special Master’s improper termination of the voluntary resolution period, TUSD nonetheless attempted to continue the process. TUSD, even later on the 14<sup>th</sup>, reached out to the Plaintiffs to request a conference call to discuss what, if any, remaining objections to the October Admissions Plan actually existed. *See* Smith Affid ¶ 8. The Mendoza Plaintiffs’ counsel was “puzzled” given TUSD’s complete responses to objections provided earlier that day which was then confusingly followed by the Special Master’s email terminating discussions and claiming that the Plaintiffs and Special Master were in agreement on his alternative proposal. *Id.* Accordingly, the following morning, November 14, 2013, TUSD requested clarification regarding Plaintiffs’ remaining objections. TUSD received no response to that request. *Id.*

Despite Plaintiffs' silence as to whether they had any remaining objections, TUSD made further attempts to address their possible concerns. To that end, on November 15, 2013, TUSD revised the October Admissions Plan again by including Appendix L which addressed nearly all of the comments. *See* Smith Affid ¶ 9. This November revision was provided to Plaintiffs and the Special Master on November 15, 2013. *Id.* Also, any comments that did not result in revisions were addressed specifically in further detail in a companion memorandum to the Plaintiffs and Special Master (most of the unresolved comments pertained to support and retention of minority students, a subject never intended to be included in the admission plan - retention will be the subject of a separate plan). *See* Brown Affid. ¶ 13; Smith Affid. ¶ 9.

Following Plaintiffs and the Special Master's receipt on November 15, 2013 of the revised October Admissions Plan which included the new Appendix L, TUSD again was met with total silence. *See* Brown Affid. ¶¶ 14-15; Smith Affid. ¶ 10. Neither the Plaintiffs nor the Special Master ever commented or responded to these revisions. *Id.*

Surprisingly, on November 22, 2013, the Special Master emailed his "Report and Recommendations" to the Court without ever having commented on the most recent version of the plan, and with nearly two weeks left in the mandated voluntary resolution period. *See* Brown Affid. ¶ 15. Moreover, the eleventh hour proposal in the Special Master's Report and Recommendations was completely different from anything he previously had shared with the District. *Compare* Brown Affid. ¶ 15, Att. I (11/8/13 proposal of Special Master) with Ex. A (11/22/13 Report & Recommendations) From these actions, it became apparent the Special Master was not seeking to assist in voluntary resolution of issues with TUSD's Plan – but rather was seeking only to promote his own admissions plan with no compromise.

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

**IN THE UNITED STATES DISTRICT COURT**

**FOR THE DISTRICT OF ARIZONA**

Roy and Josie Fisher, et al.,

Plaintiffs

CV 74-90 TUC DCB  
(Lead Case)

v.

**AFFIDAVIT OF SAMUEL E.  
BROWN**

United States of America,

Plaintiff-Intervenor,

CV 74-204 TUC DCB  
(Consolidated Case)

v.

Anita Lohr, et al.,

Defendants,

and

Sidney L. Sutton, et al.,

Defendants-Intervenors,

Maria Mendoza, et al.

Plaintiffs,

United States of America,

Plaintiff-Intervenor,

v.

Tucson Unified School District No. One, et al.

Defendants.

**AFFIDAVIT OF SAMUEL E. BROWN**

STATE OF ARIZONA            )  
  ) ss.  
County of Pima                )

Samuel E. Brown, being duly sworn upon his oath, deposes and states as follows:

1. I am above the age of 18 and am competent to make this affidavit.
2. I am employed as the Desegregation Director for Tucson Unified School District and have worked in that capacity since February 2012. In that capacity I am tasked with coordinating the District's implementation of and compliance with the Unitary Status Plan signed by the Court in February, 2013.
3. Section V(A)(5) of the Unitary Status Plan ("USP") directs the District to review and revise the admission process for University High School ("UHS") to ensure that multiple measures for admission are used and that all applicants have an equitable opportunity to gain admission to UHS. The Plan also requires us to consult with experts on various issues and consult with the parties and special master during the drafting of the revised admissions procedures.
4. The USP provisions regarding the admissions at University High School evolved significantly during the course of negotiations and drafting on the Unitary Status Plan. During that time, most of the work of District personnel with appropriate expertise was devoted to analysis and revision of the USP provisions. Preliminary work on possible admissions plans began promptly in January 2013 after the holiday break.
5. Our more formal work on the UHS admissions plan, including the formalization of a UHS Internal Working Group, began promptly following the Court's issuance of the USP. The Working Group included appropriately qualified personnel from central offices as well as the principal, assistant principal, and a faculty member from University High School. Over the course of the development of the admissions plan, Working Group participants included: UHS Principal Elizabeth Moll and her successor, Dean Packard, UHS Assistant Principal Amy Cislak, Advanced Learning Director Martha Taylor, Desegregation Program Coordinator Richard Haan, Research Project Manager Juliet King, UHS teacher Mike Schmidt, and me. Over time we also reviewed relevant professional literature, consulted with experts, circulated ideas to the public, UHS parents, and of course the parties and special master.
6. By late July, 2013, we were able to circulate an early draft of the UHS admissions plan to the Plaintiffs and Special Master. That draft is attached hereto as **Attachment A**. Over the following 5 weeks, we received comments, input, and suggestions from the parties

and Special Master. Discussions were generally had in an ongoing swirl of electronic mail communications.

7. We aggregated the comments received into a chart so that we could track whether the suggestions were incorporated in whole or in part or, if not incorporated, list the basis for rejecting them. The chart reflecting this process for the UHS plan is attached as **Attachment B** hereto. We created such summaries of the Special Master's and Plaintiffs' comments because the email communications are so voluminous.
8. Since the USP was ordered in February 2013, I have been in regular contact with the Special Master whether it be on the UHS admissions issue or other USP issues (we also were in regular contact during the drafting of the USP). We speak multiple times per month and correspond by email consistently; occasionally we exchange more than 20 emails a day.
9. On September 5, 2013, following the exchange of comments and revisions noted above, we produced the next draft of the UHS admissions plan. It is attached as **Attachment C**. That draft was circulated to the parties and Special Master as well as being posted to the District's website as an agenda item for the Governing Board. We received additional comments from the parties and Special Master via email and, on September 15, 2013, I participated in a lengthy conference call with the parties and Special Master. That call was arranged by my office with an advance email asking everyone to identify their top remaining concerns or objections. I reduced everyone's concerns to writing in a memo that I then circulated to all by e-mail thereafter. **Attachment D**.
10. The fourth formal version of the plan was in October, 2013. On October 22, 2013, it was formally approved by the District's Governing Board. **Attachment E**.
11. On October 31, 2013, the Mendoza Plaintiffs submitted written objections and concerns to the Special Master and the District. **Attachment F**. On November 4, 2013, we received written objections that the Fisher Plaintiffs tendered to the Special Master regarding the UHS Plan. **Attachment G**. On November 5, 2013, we received comments from the Special Master. **Attachment H**. On November 8, 2013, the Special Master sent me a specific proposal based, he said, on the parties' objections. **Attachment I**.
12. Upon review and analysis, we believed that the concerns the plaintiffs had raised could be reconciled with the plan but necessitated some amendments and clarifications. During the second week in November, we worked to revise the UHS Plan, including adding a new "Appendix L." **Attachment J**. With the exceptions of the highlighted revisions and the new *Appendix L*, the Plan and attachments remained unchanged from the October 22, 2013 version.
13. On November 15, 2013, with my input and approval, our attorney forwarded the revised Plan, including supplemental *Appendix L*, to the Special Master and Plaintiffs.

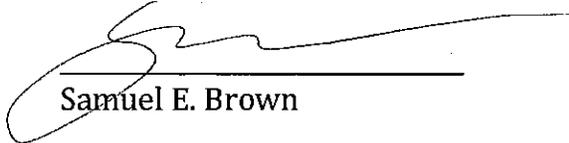
With those documents, she tendered a 9-page Memorandum specifically identifying how the revisions addressed the parties' objections. **Attachment K.**

14. We heard nothing further from the Plaintiffs or the Special Master regarding the UHS Plan after tendering our follow-up documents (**Attachments J and K**) on November 15, 2013. Nor did I receive thereafter any correspondence from or between the Plaintiffs and Special Master suggesting that any of them had further objections, concerns, or requests for modifications to the UHS Plan or requesting that the Special Master file a Report & Recommendation concerning it.

15. On November 22, 2013, I was surprised to receive the Special Master's Report & Recommendation (R&R) via email, contemporaneously with his communication submitting it to the Court clerk. I had received no further feedback whatsoever from the parties whether objections remained unresolved. During the week between submission of our materials and receipt of the R&R, I had exchanged approximately 15 e-mails with Dr. Hawley, none of which mentioned any lingering objections or a coming report rejecting our very substantial efforts.

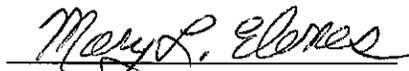
FURTHER AFFIANT SAYETH NOT.

Dated this 13<sup>th</sup> day of December, 2013

  
Samuel E. Brown

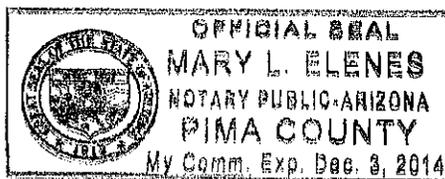
State of Arizona     )  
                                  )  
County of Pima     ) ss.

SUBSCRIBED AND SWORN TO before me this 13<sup>th</sup> day of December, 2013, by Samuel E. Brown.

  
Notary Public

My Commission Expires:

December 3, 2014



# **ATTACHMENT A**

# TUSD

## University High School (UHS) Admissions Revision for SY 2013-14 (Effective for SY 2014-15 Applicants)

### Executive Summary

Pursuant to the Unitary Status Plan (USP), by October 1, 2013 TUSD will review and revise the process and procedures that it uses to select students for admission to UHS to ensure that multiple measures for admission are used and that all students have an equitable opportunity to enroll at University High School. TUSD will consult with the Plaintiffs and the Special Master during the drafting and prior to implementation of the revised admissions procedures.”

### Timeline

UHS has established a working group to review and revise the admissions process, including consulting with relevant experts and considering multiple measures. The ALE Director is collaborating with UHS to finalize this review and any admissions process revisions in conjunction with UHS and the parties. The District will present a draft revised process no later than July 20, 2013 for Board, Special Master and Party Review. Staff will work with all stakeholders to refine the draft process to finalize a process in time for the 2014-15 admissions period. TUSD will send a draft process by July 23, 2013, and will consult with the Plaintiffs and the Special Master between July 23 and Aug 2 prior to the recruitment and implementation phases. On or around Monday, August 5 – after receiving feedback from the governing board, parties, and special master – TUSD will send a revised version to all parties. Barring no major objections to the revised version, TUSD will send a notification of the changes to the new admissions process inserted into the 8<sup>th</sup> Grade recruitment letter from the ALE Director (currently scheduled to be mailed out to all 8<sup>th</sup> Grade parents/guardians on Monday, August 12. If major objections or conflicts remain prior to finalization of the letter and/or this process, the UHS Admissions insertion will not be included in the 8<sup>th</sup> Grade letter. See proposed timeline below.

Phase 1		Phase 2	Phase 3	
<b>UHS Develops Draft Admissions Process</b>  <i>ALE Dir. collaborates to review and revise, shared with SLT July 23</i>	<b>District Revision and Board, Party, Special Master Review</b>  <i>1.0 sent to Board, Special Master, Parties by July 23</i>  <i>District will consult with the Plaintiffs and Special Master between July 23 – Aug 3</i>  <b>Study Session July 30</b>	<b>District Revision</b>  Pursuant to Feedback	<b>District Recruitment to Include Info about the Draft Admissions Process</b>  <i>2.0 sent to the Board, Parties, Special Master by Aug 5 (if changed); further revisions (if necessary) Aug 5 – Aug 9</i>  <i>Recruitment starts Aug 12 (including 8<sup>th</sup> grade ltrs)</i>	<b>District Implementation of the Draft Admissions Process for 2014-15</b>  UHS utilizes new admissions process to admit students for the 2014-15 school year
May 1 to July 23	July 23 – Aug 3	Aug 3 – 5	Aug 12 – Oct 4	Oct 5 – Jan 31

## **Background**

A UHS Admissions Internal Working Group was established in March under the leadership of the UHS Principal, Ms. Moll. In addition, to Ms. Moll, the working group is comprised of Mike Schmidt, a UHS mathematics teacher for the past 12 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 would provide continuity after Ms. Moll retirement, and Dr. Juliet King, an A&R Research Project Manager, who has managed the school's admissions for the past 4 years. With Principal Moll's retirement, the new Principal, Dean Packard, has taken her place.

## **Current Admissions Criteria**

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.

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

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

The CogAT's strength is the fact that it is not an intelligence test, nor a standards based exam (a common type of assessment for "exam schools") but a well-known and norm referenced assessment of a student's reasoning abilities skills - skills that are not innate and can be developed over time (Loman, 2002). Students must receive a minimum qualifying composite stanine score of 7 on the test to receive points. The current required minimum test score of a 7 on the Composite Stanine is equivalent to a 77<sup>th</sup> 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 well as an additive component to supplement student scores. The Ravens test was released online which made it ineffective as a measure. Therefore it was removed as a component of the admissions process.

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

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

## Review and Revisions

A UHS Admissions Internal Working Group was established in March of 2013 under the leadership of the University High School Principal, Elizabeth Moll. In addition, to Ms. Moll, the working group was comprised of Mike Schmidt, a UHS mathematics teacher for the past 12 years, who represents the faculty and serves as a liaison to the Instructional Council, the Assistant Principal Amy Cislak who served on the UHS Site Council and would provide continuity after Ms. Moll retirement, and Dr. Juliet King, an A&R Research Project Manager, who has managed the school's admissions for the past 4 years. With Principal Moll's retirement, the new Principal, Dean Packard, has recently taken her place. The Working Group met several times to discuss the current admissions policy for freshman and identified areas for review and revision. Early consensus from the working group determined that additional admissions criteria should be objective and well-defined. The initial feeling was that the use of interviews, personal essays and/or staff recommendations could inject subjectivity into a process, and could reduce the transparency, and consistency of the admissions.

In reviewing the use of the CogAT it was felt that the test still meets the evaluative needs for determining if students meet the intellectually gifted criteria set forth by the school board. An area of concern however is that as a "publically" available test, test-prepping can be an issue. To address this issue, the Working Group asked if Riverside Publishing, the publishers of the CogAT, would be willing to create a version of the test for the school. This was not feasible for them but the school will continue to explore the option of developing a UHS assessment that measures critical thinking skills. To address the inequity of some students having opportunities

to practice the test UHS is working on ways to make practice tests available for students and is working with Riverside to see about opportunities to make online sample or practice versions available.

The more rigorous Common Core Standards and the implementation of the national PARCC assessment that is predicted to be an improved measure of student preparedness for post secondary success may allow for a transition away from the CogAT in the future.

When looking at the use of GPA the Working Group felt that the use of course grades was an area for revision. The calculated GPA is used to measure academic performance, but is also considered a proxy indicator for student motivation for learning. Grades however may reflect other factors such as attendance or behavior. Also, applicants come from schools all over the area, and grading policies can differ by school and district. The districts transition to a more data centered analysis of student learning and the transition to the Common Core Standards should improve the effectiveness of grades or GPA as a predictor of success in the future, however the working group felt that it was important to look at alternative methods to determine if a student is academically focused.

The working group determined that using some measure of resiliency or motivation may address the concerns that were raised related to GPA. Dean Packard and Dr. Juliet King consulted with Dr. Lannie Kanevsky at the Simon Fraser University in British Columbia. Dr. Kanevsky is an expert in the field and has been conducting research in this area of resiliency and motivation for the past 20 years. (vitae available).

Academic resiliency is a complex concept with multiple elements and has been described in various ways in the academic literature. The notion of resiliency as described in the academic literature is related to "resourcefulness", "persistence", and "confidence" and "motivation" (Martin et al, Sandoval-Hernandez and Cortes,). It has been defined as the "ability to effectively deal with setback, stress or pressure in the academic setting" (Martin et al) where resilient students are those who are "academically successful despite challenging backgrounds" (Sandoval-Hernandez & Cortes)

Academic resiliency has been adopted in several ways – to identify vulnerable or at-risk students for interventions, or more "positively" - to identify the strengths of students that are related to adaptability and motivation.

Dr. Kanevsky identified multiple instruments that may meet the needs described above. These included the Measure of Academic Intrinsic Motivation (MAIM) developed by Godfried and Godfried, the Children's Academic Intrinsic Motivation Inventory (CAIMI) and 'Mind-set'.

Although the specific instrument has not yet been determined, the working group is proposing the use of an academic resiliency scale as an additive measure for student admissions – students will receive additional admissions points based on their resiliency towards the required number of 50. Students will still need to meet the minimum of a 7 composite stanine on the CogAT and have a minimum GPA of 3.0 to receive admission points but adding the resiliency scale will assist students whose GPA may not have been high enough to meet the required admission points. This will impact students similarly to the previous use of the Ravens test.

Moving forward the work done by the internal working group will be shared with larger constituent groups. Committees that include members of the parent groups, instructional council, site council, staff and administration will continue the process of defining which assessment to use and how the points will be awarded.

DRAFT

# TUSD

## University High School (UHS) Admissions Revision for SY 2013-14 (Effective for SY 2014-15 Applicants)

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May 1 to July 23	July 23 – Aug 3	Aug 3 – 5	Aug 12 – Oct 4	Oct 5 – Jan 31

## **Background**

A UHS Admissions Internal Working Group was established in March under the leadership of the UHS Principal, Ms. Moll. In addition, to Ms. Moll, the working group is comprised of Mike Schmidt, a UHS mathematics teacher for the past 12 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 would provide continuity after Ms. Moll retirement, and Dr. Juliet King, an A&R Research Project Manager, who has managed the school's admissions for the past 4 years. With Principal Moll's retirement, the new Principal, Dean Packard, has taken her place.

## **Current Admissions Criteria**

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.

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

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

The CogAT's strength is the fact that it is not an intelligence test, nor a standards based exam (a common type of assessment for "exam schools") but a well-known and norm referenced assessment of a student's reasoning abilities skills - skills that are not innate and can be developed over time (Loman, 2002). Students must receive a minimum qualifying composite stanine score of 7 on the test to receive points. The current required minimum test score of a 7 on the Composite Stanine is equivalent to a 77<sup>th</sup> 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 well as an additive component to supplement student scores. The Ravens test was released online which made it ineffective as a measure. Therefore it was removed as a component of the admissions process.

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

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

## Review and Revisions

A UHS Admissions Internal Working Group was established in March of 2013 under the leadership of the University High School Principal, Elizabeth Moll. In addition, to Ms. Moll, the working group was comprised of Mike Schmidt, a UHS mathematics teacher for the past 12 years, who represents the faculty and serves as a liaison to the Instructional Council, the Assistant Principal Amy Cislak who served on the UHS Site Council and would provide continuity after Ms. Moll retirement, and Dr. Juliet King, an A&R Research Project Manager, who has managed the school's admissions for the past 4 years. With Principal Moll's retirement, the new Principal, Dean Packard, has recently taken her place. The Working Group met several times to discuss the current admissions policy for freshman and identified areas for review and revision. Early consensus from the working group determined that additional admissions criteria should be objective and well-defined. The initial feeling was that the use of interviews, personal essays and/or staff recommendations could inject subjectivity into a process, and could reduce the transparency, and consistency of the admissions.

In reviewing the use of the CogAT it was felt that the test still meets the evaluative needs for determining if students meet the intellectually gifted criteria set forth by the school board. An area of concern however is that as a "publically" available test, test-prepping can be an issue. To address this issue, the Working Group asked if Riverside Publishing, the publishers of the CogAT, would be willing to create a version of the test for the school. This was not feasible for them but the school will continue to explore the option of developing a UHS assessment that measures critical thinking skills. To address the inequity of some students having opportunities

to practice the test UHS is working on ways to make practice tests available for students and is working with Riverside to see about opportunities to make online sample or practice versions available.

The more rigorous Common Core Standards and the implementation of the national PARCC assessment that is predicted to be an improved measure of student preparedness for post secondary success may allow for a transition away from the CogAT in the future.

When looking at the use of GPA the Working Group felt that the use of course grades was an area for revision. The calculated GPA is used to measure academic performance, but is also considered a proxy indicator for student motivation for learning. Grades however may reflect other factors such as attendance or behavior. Also, applicants come from schools all over the area, and grading policies can differ by school and district. The districts transition to a more data centered analysis of student learning and the transition to the Common Core Standards should improve the effectiveness of grades or GPA as a predictor of success in the future, however the working group felt that it was important to look at alternative methods to determine if a student is academically focused.

The working group determined that using some measure of resiliency or motivation may address the concerns that were raised related to GPA. Dean Packard and Dr. Juliet King consulted with Dr. Lannie Kanevsky at the Simon Fraser University in British Columbia. Dr. Kanevsky is an expert in the field and has been conducting research in this area of resiliency and motivation for the past 20 years (vitae available).

Academic resiliency is a complex concept with multiple elements and has been described in various ways in the academic literature. The notion of resiliency as described in the academic literature is related to "resourcefulness", "persistency", and "confidence" and "motivation" (Martin et al, Sandoval-Hernandez and Cortes,). It has been defined as the "ability to effectively deal with setback, stress or pressure in the academic setting" (Martin et al) where resilient students are those who are "academically successful despite challenging backgrounds" (Sandoval-Hernandez & Cortes)

Academic resiliency has been adopted in several ways – to identify vulnerable or at-risk students for interventions, or more "positively" - to identify the strengths of students that are related to adaptability and motivation.

Dr. Kanevsky identified multiple instruments that may meet the needs described above. These included the Measure of Academic Intrinsic Motivation (MAIM) developed by Godfried and Godfried, the Children's Academic Intrinsic Motivation Inventory (CAIMI) and 'Mind-set'.

Although the specific instrument has not yet been determined, the working group is proposing the use of an academic resiliency scale as an additive measure for student admissions – students will receive additional admissions points based on their resiliency towards the required number of 50. Students will still need to meet the minimum of a 7 composite stanine on the CogAT and have a minimum GPA of 3.0 to receive admission points but adding the resiliency scale will assist students whose GPA may not have been high enough to meet the required admission points. This will impact students similarly to the previous use of the Ravens test.

Moving forward the work done by the internal working group will be shared with larger constituent groups. Committees that include members of the parent groups, instructional council, site council, staff and administration will continue the process of defining which assessment to use and how the points will be awarded.

DRAFT

# **ATTACHMENT B**

UHS/ADMISSIONS

DATE	PARTY	COMMENT	QUESTION	RESPONSE
07.29.13	Mendoza	<p>(1) The USP expressly states (on page 30 in Section V, A, 5, a) that the District "shall consult with an expert regarding the use of multiple measures (e.g., essays; characteristics of the student's school; student's background, including race, ethnicity and socioeconomic status) for admission to similar programs."</p>		<p>Principal Packard, A.P. Cislak, Ms. Taylor, the ALE Director, and Dr. King conducted interviews with both Dr. Finn and Dr. Hockett, co-authors of the study and published book "Exam Schools - Inside America's Most Selective Public High Schools". Their study, sponsored by the Thomas B. Fordham Institute and the Task Force on K-12 Education at Stanford University's Hoover Institution, identified and surveyed 165 high schools nation-wide that have student selection policies. The survey findings and in-depth case studies of 11 schools are described in the book "Exam Schools." The interview protocol is attached.</p>
		<p>No reference is made in the description of the working group's process to consultation with such an expert.</p>	<p>Did it occur and, if so, who was the expert and what advice was given?</p>	<p>Key advice:                      • Using Multiple Measures is essential - nothing should be based on 1 test score, creating a "do or die" situation                      • Avoid complacency about the admissions procedures - as Drs. Finn noted he was surprised at the level of complacency on the part of the schools with respect to analyzing and evaluating their admissions policy and Dr. Hockett noted that one of the best practices was to be reflective.                      • While admissions policies are important to look at, other aspects are important in attracting a diverse population.                      o Recruitment and Outreach: Both Finn and Hockett emphasized the importance of outreach, particularly through community organizations, to widen the application pool as well as providing summer programs.                      o Role of Feeder Schools: Both Drs. Finn and Hockett reiterated the importance of feeder schools in building student preparedness. As stated in their book "If attention focuses exclusively on the high school program without also addressing what happens to such kids in the "feeder" schools, it may amount to redistributing the current population high achievers rather than cultivating more of them" (p. 199)</p>
		<p>(We see the reference to consultation with an expert (Dr. Lannie Kanevsky) out of Canada who has been studying resiliency and motivation but do not understand his area of expertise to be that which is expressly required by the USP.)</p>		<p>• Create an educational system that builds incentives for students at all levels - offer enrichment programs, summer programs, and extra opportunities to learn things. Involve families and teachers particularly for low income but smart students.                      • Open more schools of this type: Finn and Hockett conclude their book by suggesting that, given the limited supply of highly academic high schools, perhaps a solution is to have simply more of them. As they write, "we see compelling reasons to include ample development of that model [high achieving whole schools] within the country's broader strategies for addressing the dual challenges of advanced learning and learners, reasons that become even more compelling if selective schools can model what all high schools should one day be (pg.198)".</p> <p>In addition, several additional experts were contacted and interviewed by Ms. Taylor (see Expert Analysis section in attached UHS admissions revision for more details).</p>
		<p>(2) The USP expressly states (at the same cite set forth above) that the District shall review best practices used by other school districts in admitting students to similar programs.</p>		<p>An initial review was conducted that looked at the top-rated AP High Schools across the country (summarized in Exam Schools - Current practice section Review of top-rated AP High Schools). It was clear from this review that schools used a variety of admissions criteria, that many used the same measures as UHS (test scores and grades), and that in several cases, the admissions process was much more competitive. For example, it was surprising to see that many schools screened students (usually with a standardized test score) before they allowed them to take the entrance test. Others relied on an extensive process involving personal essays, interviews and auditions.</p>
		<p>No reference is made in the description of the working group's process to review of best practices or any review of processes followed elsewhere.</p>	<p>Did this occur and, if so, what practices were reviewed and what was the working group's assessment of those practices (and were they included in its deliberations in any way, specifically with respect to the focus on resilience)?</p>	<p>The findings from the initial review were supported by the published findings in the "Exam Schools - Inside America's Most Selective Public High Schools", written by Dr. Chester Finn and Dr. Jessica Hockett. Their study found the "familiar indicators of academic performance or potential, notably grades, test scores, and teacher recommendations, were the primary criteria for admissions. Out of 56 schools responding to their survey (response rate of 35%), for instance, 95% strongly or moderately emphasized a student's prior academic record (e.g. grades), and 60% used scores from state or district administered tests, with an additional 45% using a standardized achievement test (e.g. CAT, ITBS, Stan 10). Student essays were among the most emphasized "qualitative" criteria used (55%) followed by teacher recommendations (52%) (p. 39-40). All eleven case study schools used these types of measures, and some employed additional variables to screen applicants or set minimal requirements for considering them (p. 162).</p> <p>The Finn-Hockett study categorized the diverse admissions processes among the 11 schools profiled into two categories - accordingly "each school's admissions process tended either to rely either "primarily on the numbers or to emphasize a more holistic, student-by-student approach (p. 162)". Examples in their sample included Dyford Academy, Ben Franklin and Pine View (Gifted school) who used multiple measures quantitatively, and those who used "complex (and sometimes secret) scoring rubrics, individual interviews, essays, and committee discussions" (e.g. Thomas Jefferson, Schools Without Walls, and Illinois Mathematics and Science Academy(IMS), However, even those that relied on a "holistic" approach used tests and grades as well.</p> <p>Entrance Tests used: As noted above, almost all schools reviewed use some form of test. The majority of tests used were achievement tests as opposed to an abilities test such as the CoGAT. Although Drs. Finn and Hockett did not look at the type of tests used for the case studies, the initial review and the Finn/Hockett study found that tests include state-assessments (CAT, ITBS), SAT/ACT scores, customized standards-based tests. No school was identified that uses the Cognitive Abilities Test (CogAT) for admissions. However, as indicated in the supporting documentation, Pine View School for the Gifted uses well-known GATE tests such as the Renzulli, the WISC-III, and the Woodcock Johnson, and Carnegie Vanguard in Texas uses the Naglieri in conjunction with the Naglieri.</p>

**UHS ADMISSIONS**

DATE	PARTY	COMMENT	QUESTION	RESPONSE
		No reference is made in the description of the working group's process to review of best practices or any review of processes followed elsewhere.	Did this occur and, if so, what practices were reviewed and what was the working group's assessment of those practices (and were they included in its deliberations in any way, specifically with respect to the focus on resilience)?	<p>Non-Academic and "subjective" (qualitative) assessments (personal essays, statements, teacher recommendations): While neither Dr. Finn nor Dr. Hockett knew of a school using a student motivation scale such as the one proposed, Dr. Hockett noted that schools were interested in looking at ways to measure motivation. She reported, for example, that IMSA was trying to use the types of classes students took as an indicator of motivation, while other schools were focusing on a student's interests and accomplishments (e.g. Thomas Jefferson's use of personal essays). The most common way, however, that schools were addressing this aspect was to use grades as a proxy indicator. Based on these interviews, the UHS working group is comfortable with proceeding with piloting the CAIMI which is designed to directly measure a student's motivation for learning.</p> <p>As a result of the deliberations with experts, UHS has identified two additional practices to pilot for incoming Sophomores this year. The first is to develop an assessment that measures seven non-cognitive variables identified by Sedlacek and Brooks. These researchers argue that there are seven factors, including a student's self-concept, leadership, and nontraditional knowledge that are often not accounted for in college admissions processes, particularly for African-American students. The UHS working group would like to look at these variables more closely and pilot a rubric or measurement tool.</p> <p>The second measure is to collect teacher recommendations. Both Drs. Finn and Hockett noted that while many schools collect teacher recommendations, few use them seriously. They recommended that if teacher recommendations are used that they be evaluated using trained personnel and a pre-determined rubric. (For supporting documentation on all of these measures see the attached UHS admissions revisions and appendices)</p>
		(3) The USP says the District "shall pilot these [new] admissions procedures for transfer students seeking to enter UHS during the 2013-14 school year and shall implement the amended procedures for all incoming students in the 2014-15 school year" (again at the same cites set forth above, going from page 30 to page 31).		The pilot process was given up in order to meet the timelines set by the District and the USP. Since the final revisions to the USP were not completed until March 2013, it was not possible to implement a new admissions process for students seeking to enter UHS during the 2013-2014 school year. UHS sends out acceptance letters for freshman the first week of January. The admissions process for incoming sophomores opened in May 2013. This did not allow enough time to conduct research, consult with experts, implement new admissions criteria, work with our site council and community, and inform applicants. Similarly, the application process for incoming Freshman for the 2014-2015 school year opened on August 1, 2013. The plan for the piloting and application of a new admissions process for the 2014-2015 Freshman and Sophomores classes is attached and details the implementation and piloting of all proposed new measures (see attached UHS admissions revision).
		With the delay in the development of the new admissions process beyond the April 1, 2013 date set in the USP, the District apparently decided to forego a pilot process for the first year (which should have been 2013-14) and apply the new admissions process to all incoming students immediately for the 2014-15 school year. Mendoza Plaintiffs do not necessarily object to such a change assuming the adoption of an admissions process that comports with the USP and full compliance with USP Section V, A, 5 but would like to know on what basis the District determined to forego a pilot test of the new admissions process and proceed immediately to full implementation.		
08.08.13	SM	If there are objections, or Ps cannot respond by Aug 2, Ps/SM should have 30 days from July 22 to respond.		The District is only asking for a preliminary response (as part of the ongoing consultation) on the concept of using a resiliency test.
			What do we know about the implications of varying the weights/points? This is a relatively easy simulation to do with the existing student population.	A dataset of 2127 student test scores and GPAs for the past three years was created to address this question. Currently the weight given for GPA and test scores is split at 67% and 33% respectively with GPA weighted higher. The tables below look at the mean percentage of possible test or GPA points received for students that met or do not meet the admissions criteria. As shown, the mean percentage of possible points by ethnicity is similar for all students who meet the admissions criteria. For those students who do not meet however, the mean percentage of possible points received by the test scores is significantly lower for African Americans, and Hispanics. As a result, varying the weights and points between GPA and test scores would not impact the distribution across sub-populations.
		[Grades] are pretty good predictors of student success. See [question] above about weights		A student's 9th grade GPA in core subjects was calculated and included in the data set. A total of 1114 students had both 8th and 9th grade GPA. The correlation between 8th grade calculated GPA and 9th grade GPA was 0.53.
		Resiliency, in theory, should be a good predictor.	Is there information on consequential validity of this measure?	Robert Williams in his book review article for the Journal of Psychoeducational Assessment on the Children's Academic Intrinsic Motivation Inventory (CAIMI) notes that "no consistent gender or racial differences were found in the CAIMI scores. The only consistent group difference occurred across grade levels (Williams, Journal of Psychoeducational Assessment 1997 15:161). We will check to see if there is any more recent research.
		As the proposal says, it is meant to identify students who have the capability to achieve in challenging situations provided they get support. Adding the resiliency measure in this way seems to not go very far and assumes that the validity of the CogAT measure is very high.	Is this what your expert recommended?  If the resiliency measure is valid, why not use it additively?  Evidence [that the validity of the CogAT measure is very high?]	We are proposing to pilot the use of the resiliency measure and use it additively (see attached UHS admission revisions).  Dr. Lohman and the developers of the CogAT detail the evidence for the validity and reliability of the test in the "CogAT Form 6 Research Handbook" (Lohman & Hagen, 2002) and the "Cognitive Abilities Test Form 7 Research and Development Guide (Lohman, 2012). [I can attach a scanned version of the chapters if necessary]
		While I like the idea of the resiliency measure in principle, I would have expected the group to do more empirical work looking at weights, etc, and simulating the effect of different measures on student achievement at UHS.	And, what is the correlation of CogAT scores and grades?	A primary purpose of the admissions criteria is to identify students who are prepared to complete the highly challenging and rigorous criteria of UHS classes as opposed to select only students who are going to be successful. As a result, looking at different measures that determine student achievement at UHS is not currently the focus of the admissions revisions. It is for this reason that the school is looking at multiple measures, such as a motivation scale that may capture a student's motivation for learning that is not reflected in either test scores or grades. The correlation between CogAT scores and 9th grade grades for the sample size of 1114 is .31. The low correlation indicates that the CogAT test and GPA are not measuring the same underlying abilities.

**UHS ADMISSIONS**

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

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

UHS ADMISSIONS				
DATE	PARTY	COMMENT	QUESTION	RESPONSE
		No reference is made in the description of the working group's process to review of best practices or any review of processes followed elsewhere.	Did this occur and, if so, what practices were reviewed and what was the working group's assessment of those practices (and were they included in its deliberations in any way, specifically with respect to the focus on resilience)?	<p>The Finn-Hockett study categorized the diverse admissions processes among the 11 schools profiled into two categories - accordingly "each school's admissions process tended either to rely either "primarily on the numbers or to emphasize a more holistic, student-by-student approach (p.162)". Examples in their sample included Oxford Academy, Ben Franklin and Pine View (Gifted school) who used multiple measures quantitatively, and those who used "complex (and sometimes secret) scoring rubrics, individual interviews, essays, and committee discussions" (e.g. Thomas Jefferson, Schools Without Walls, and Illinois Mathematics and Science Academy(IMSAs). However, even those that relied on a "holistic" approach used tests and grades as well.</p> <p>Entrance Tests used: As noted above, almost all schools reviewed use some form of test. The majority of tests used were achievement tests as opposed to an abilities test such as the CogAT. Although Drs. Finn and Hockett did not look at the type of tests used for the case studies, the initial review and the Finn/Hockett study found that tests include state assessments (CAT, ITBS), SAT/ACT scores, customized standards-based tests. No school was identified that uses the Cognitive Abilities Test (CogAT) for admissions. However, as indicated in the supporting documentation, Pine View School for the Gifted uses well-known GATE tests such as the Renzulli, the WISC-III, and the Woodcock Johnson, and Carnegie Vanguard in Texas uses the Naglieri in conjunction with the Naglieri.</p>
		No reference is made in the description of the working group's process to review of best practices or any review of processes followed elsewhere.	Did this occur and, if so, what practices were reviewed and what was the working group's assessment of those practices (and were they included in its deliberations in any way, specifically with respect to the focus on resilience)?	<p>Non-Academic and "subjective" (qualitative) assessments (personal essays, statements, teacher recommendations); While neither Dr. Finn nor Dr. Hockett knew of a school using a student motivation scale such as the one proposed, Dr. Hockett noted that schools were interested in looking at ways to measure motivation. She reported, for example, that IMSA was trying to use the types of classes students took as an indicator of motivation, while other schools were focusing on a student's interests and accomplishments (e.g. Thomas Jefferson's use of personal essays). The most common way, however, that schools were addressing this aspect was to use grades as a proxy indicator. Based on these interviews, the UHS working group is comfortable with proceeding with piloting the CAIMI which is designed to directly measure a student's motivation for learning.</p> <p>As a result of the deliberations with experts, UHS has identified two additional practices to pilot for incoming Sophomores this year. The first is to develop an assessment that measures seven non-cognitive variables identified by Sedlacek and Brooks. These researchers argue that there are seven factors, including a student's self-concept, leadership, and nontraditional knowledge that are often not accounted for in college admissions processes, particularly for African-American students. The UHS working group would like to look at these variables more closely and pilot a rubric or measurement tool.</p> <p>The second measure is to collect teacher recommendations. Both Drs. Finn and Hockett noted that while many schools collect teacher recommendations, few use them seriously. They recommended that if teacher recommendations are used that they be evaluated using trained personnel and a pre-determined rubric. (For supporting documentation on all of these measures see the attached UHS admissions revisions and appendices)</p>
		(3) The USP says the District "shall pilot these [new] admissions procedures for transfer students seeking to enter UHS during the 2013-14 school year and shall implement the amended procedures for all incoming students in the 2014-15 school year" (again at the same cite set forth above, going from page 30 to page 31).		The pilot process was given up in order to meet the timelines set by the District and the USP. Since the final revisions to the USP were not completed until March 2013, it was not possible to implement a new admissions process for students seeking to enter UHS during the 2013-2014 school year. UHS sends out acceptance letters for freshman the first week of January. The admissions process for incoming sophomores opened in May 2013. This did not allow enough time to conduct research, consult with experts, implement new admissions criteria, work with our site council and community, and inform applicants. Similarly, the application process for incoming Freshman for the 2014-2015 school year opened on August 1, 2013. The plan for the piloting and application of a new admissions process for the 2014-2015 Freshman and Sophomores classes is attached and details the implementation and piloting of all proposed new measures (see attached UHS admissions revision).

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

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

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

UHS ADMISSIONS				
DATE	PARTY	COMMENT	QUESTION	RESPONSE
09.16.13	Dr. Hawley	The CAIMI seems to be unlikely to be the best possible tool, concerns about the expert who made the suggestion that we use CAIMS as our tool.		The CAIMI is designed to address motivation for students up to 14 years old and has been used in studies of students in middle school. We will determine whether it is a useful through evaluation. Dr. Kanevsky has many years of experience and while she referred us to the instrument, it was used widely in the field.
		Teacher Evaluations should be used in a structured way		The pilot will test the use of teacher evaluations in a structured way using a developed inventory tool
		Developing an effective evaluation plan and perhaps writing a foundational section about that in the current plan		As indicated in the plan evaluation is a critical element. We will be developing an evaluation plan that will guide these efforts and will provide to plaintiffs when completed.
	Mendozas	Concern that there is information that they don't have: a) analysis of how predictive GPA and CoGAT have been in the past as far as whether the kids who score the highest are those who also succeed most at the school; b) Analysis of playing with weights to determine best outcome		Please see earlier comment re one of the primary focus of the admissions process is to identify the level of students prepared to attend rather than to use measures of how "successful" a student will be. Please define "success". It might have been unclear but the analysis with respect to the correlation and grades revealed that adjusting the weights between the two would make no difference in outcomes. Right now, all ethnicity groups get the same amount of points from GPA.
		Concern as to whether the CAIMI is the right tool? A) web-site says for students with academic difficulty; not sure this is appropriate here, b) see the child and youth resilience measure - has been used in certain circumstances		The CAIMI was selected because it is a widely used measure that has been found to be reliable and valid and can be administered in groups. We are continuing to investigate the use of other tools to measure student motivation however and will certainly look at the Child and Youth Resilience measure. Dr. Kanevsky's recommendation was based on the fact that the measure is assessing a student's positive strength rather than their deficits unlike several of the measures
		Concerned about and/or interested in about the interest in expanding UHS as regards access for AfAm and Latino students		
		They like the idea of continuing to develop this and underscores importance of effective evaluation		
	Fisher	Wants to know how this ensures that more AfAm students will get into UHS		Analysis of the past 3 years of data with respect to additive measure indicates that more AfAm students will qualify for admissions if they score within 5 points below 50. We cannot predict whether other criteria measure will impact diversity. As the research on "exam schools" show
		Wants to know what type of support system they will have to stay there		Please see earlier response re support systems available to students
		Will the new plan operate to actually reduce the percentages of AfAm students?		If it does then the proposed plan will have failed and we will have to start again. The new plan is based on the existing research and interviews with experts across the country as required by the USF.

UHS ADMISSIONS 2.0				
DATE	PARTY	COMMENT	QUESTION	RESPONSE
09.10.13	SM	I wanted to note that the appendices provided with the revision of the UHS are examples of the information sharing that would be useful. Thanks.		
		Not to undermine the compliment, but the review of the Sedlack article is peculiar. He was on my faculty and I have great respect for him. But this article is about promoting success of Black students on COLLEGE campuses and it is 25 years old.	Would one think that there are parallels to the experience of 13 year olds a generation later?	In researching the topic of admissions criteria, there is a great deal of information and research, both new and old, related to college level admissions and its relationship to student success and diversity. Due to the nature of high schools, there is little research available. "They have been largely ignored by scholars and analysts." (Finn & Hockett 2012) In design, our proposed evaluation of the admissions criteria set forth will take on characteristics of a research study. As such, we will continue to look at admissions research at all levels that address the overarching constructs that impact admissions and assess the validity at the high school level through the pilot process. This article was used primarily for its explanation of seven non-cognitive variables that were found to be critical in the lives of minority students. These variables are overarching constructs and are still present in the lives of students today. We feel they are relevant, important and useful topics for TUSD African American and Latino students. Our plan is to use the concepts presented in these variables (positive self-concept, realistic self-appraisal, understands and deals with racism, prefers long-term goals to short-term needs, availability of strong support person, successful leadership experience, and knowledge acquired in a field) when we create the short-answer questions for the Sophomore pilot process.

## Mendoza Comments/Responses

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

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

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

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

# **ATTACHMENT C**



*Celebrate the US!*

**TUCSON UNIFIED SCHOOL DISTRICT**

**MEETING OF:** September 10, 2013

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

**ITEM #:** 13

**Information:**

**Study:** X

**Action:**

**PURPOSE:**

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

**DESCRIPTION AND JUSTIFICATION:**

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

Presenter: Samuel E. Brown

Superintendent Goal: Desegregation

**BOARD POLICY CONSIDERATIONS:**

**LEGAL CONSIDERATIONS:**

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

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

\_\_\_\_\_  
Legal Advisor Signature (if applicable)

**BUDGET CONSIDERATIONS:**

\_\_\_\_\_ **District Budget**  
\_\_\_\_\_ **State/Federal Funds**  
\_\_\_\_\_ **Other**

**Budget Cost**      **Budget Code**

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

Date

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

Authorized from current year budget

Authorized with School Board approval  
Code: Fund:

---

**INITIATOR(S):**

Samuel E. Brown, Desegregation Director	08.30.13
Name	Date
	Title

---

**DOCUMENTS ATTACHED/ ON FILE IN BOARD OFFICE:**

<b>ATTACHMENTS:</b>
<a href="#">Click to download</a>
No Attachments Available

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**TUCSON UNIFIED SCHOOL DISTRICT**

**BOARD AGENDA ITEM  
CONTINUATION SHEET**

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# **TUSD**

## **University High School Admissions Process Revision**

### **I. USP LANGUAGE**

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

#### ***V. QUALITY OF EDUCATION***

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

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

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

### **II. EXECUTIVE SUMMARY**

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

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

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

**III. DEFINITIONS**

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

**IV. BACKGROUND AND TIMELINE**

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

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

The ALE Director and new principal of UHS were hired on July 1<sup>st</sup> 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 8<sup>th</sup> 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 9<sup>th</sup> and 10<sup>th</sup> grade is based on the following factors: 1) achieving 50 points or more from a combination of points obtained from valuing a student's GPA and entrance test scores, and 2) space availability. Students must have a minimum cumulative GPA average of 3.0 in four core classes – English, Social Studies, Mathematics, and Science. No weight is given for advanced classes, such as Honors or pre-AP.

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

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

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

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

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

**VI. REVIEW PROCESS**

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

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

**A. Expert Analysis**

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

**Experts Contacted:**

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

*See Appendix A and AA for summaries of interviews.*

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

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

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

### **B. Exam Schools - Current Practice**

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

Exam Schools Reviewed:

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

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

### **V. PROPOSED ADMISSIONS PROCESS REVISION**

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

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

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

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

#### **A. Freshman**

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

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

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

## **B. Sophomores**

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

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

### **C. Juniors and Seniors**

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

Students must:

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

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

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

**A. Freshman and Sophomores**

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

**B. Juniors and Seniors**

See Year 1

**VI. REVIEW**

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

**VII. RECRUITMENT AND RETENTION**

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

DRAFT

# University High School Admissions Revision Plan

## APPENDICES

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# APPENDIX A

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

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

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

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  - *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.*

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

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

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

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

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

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

July 2, 2013 (conducted by Juliet King)

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

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

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

August 22, 2013 (conducted by Juliet King)

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

**5. Kenneth Bonano, Principal @ Scarsdale High School**

September 4, 2013 (conducted by Martha Taylor)

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

- Personal beneficiary of same type of school with holistic method– Staten Island Technical High School (SITHS) – returned to teach in 1998 for ten years
- 2005 school switched to specialized test; taken in fall of 8<sup>th</sup> 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

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

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

# APPENDIX AA

**Taylor, Martha**

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**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.

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

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

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

Again, thank you so much for responding to me.

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

Hi Martha,

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

Best,

Kelly

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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  
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# 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
<b>Total</b>	<b>794</b>	<b>241</b>	<b>167</b>	<b>656</b>	<b>217</b>	<b>140</b>	<b>670</b>	<b>179</b>	<b>164</b>

**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
<b>Total</b>	<b>190</b>	<b>165</b>	<b>199</b>	<b>172</b>	<b>234</b>	<b>196</b>	<b>254</b>	<b>222</b>	<b>243</b>	<b>220</b>

# APPENDIX C

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

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

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

Application evaluated on the following questions:

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

Reviewers will look for:

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

Application

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

Multicultural Recruitment Programs:

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

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

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**Appendix C: Exam School - High School Information**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# APPENDIX D

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

School	Location	9th grade seats	Student count	% unrep	% 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	

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 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	

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

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

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 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	

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

# APPENDIX E

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

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

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

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

# APPENDIX F

## Black Students on White Campuses: 20 Years of Research

William E. Sedlacek

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

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

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

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

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

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

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

### DESCRIPTION OF THE MODEL

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

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

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

### SELF-CONCEPT

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

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

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

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

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

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

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

### REALISTIC SELF-APPRAISAL

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

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

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

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

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

### UNDERSTANDING AND DEALING WITH RACISM

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

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or get high grades.

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

#### Admissions

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

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

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

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

#### Relationships with Faculty

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

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

#### Campus Life

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

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

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

#### Attitudes of White Students

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

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

#### COMMUNITY SERVICE

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

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

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

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

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

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

### LONG-RANGE GOALS

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

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

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

### STRONG SUPPORT PERSON

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

### LEADERSHIP

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

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

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

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

#### NONTRADITIONAL KNOWLEDGE

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

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

#### DISCUSSION

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

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

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

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

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

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

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

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

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

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

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## APPENDIX A.

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

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

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

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

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

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

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

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

# APPENDIX G

Student Last Name

First

MI


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

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

**OPTIONAL STATEMENT**

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

Student Last Name

First

MI

**SECTION III. To be completed by the STUDENT.**

Please respond on separate pages to the following questions.

**STUDENT ESSAY QUESTIONS**

1. If you are invited to attend the Academy you will be expected to adapt to new learning, living and social environments. You will be asked to live, study, and work with many people from different backgrounds from throughout Illinois. Please describe yourself to your classmates, teachers and others at the Academy. What interesting information **would you want others to remember about you?** **Secondly, what are some changes you perceive you would need to make to thrive academically and residentially at IMSA?** *(Word Guideline - In 500 words or less)*
  
2. Success is achieved in many ways and by using numerous variable factors. It is your task to do all below:
  - Develop a working equation/formula portraying the variables of being successful for advanced study in mathematics, science and technology.
  - Discuss your personal understanding of how this equation/formula creates a path for success.
  - Describe a time when you experienced success and its impact on you. *(Word Guideline - In 500 words or less)*
  
3. The mission of IMSA, the world's leading teaching and learning laboratory for imagination and inquiry, is to ignite and nurture creative, ethical scientific minds that advance the human condition, through a system distinguished by profound questions, collaborative relationships, personalized experiential learning, global networking, generative use of technology and pioneering outreach. Using your own words, describe how you will embrace, engage and advance the mission of IMSA if you are chosen to be a member of the class of 2016. *(Word Guideline - In 500 words or less)*
  
4. You have been awarded the resources required to initiate, design, and implement an innovative endeavor that will have an impact on the world through mathematics, science, engineering and/or technology. Describe your innovative endeavor, how you would go about starting it? What is its potential effect today and for future generations? *(Word Guideline - In 250 words or less)*

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

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

# APPENDIX H

**TEACHER EVALUATION OF APPLICANT** - (Please check one)

MATHEMATICS     SCIENCE     ENGLISH     OPTIONAL

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

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

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

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

Student Applicant Signature                      Date

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

Parent/Legal Guardian Signature                      Date

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

Student Applicant Signature                      Date                      Parent/Legal Guardian Signature                      Date

**TO BE COMPLETED BY THE EVALUATOR**

**For 8<sup>th</sup> 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 <b>intellectual talent, curiosity, creativity and/or leadership.</b>
Please provide a specific example in which this candidate demonstrated a true <b>passion for mathematics, science and/or technology.</b>
Please provide an example in which this student <b>thought and acted outside of the "mainstream"</b> in relation to his/her <b>performance.</b>
If a lab based course, please describe this candidate's <b>performance in a laboratory.</b>
Please describe this candidate's <b>willingness and ability to work both in a group and independently.</b>
Please describe this candidate's <b>oral and written communication skills.</b>
Please describe this candidate's <b>preparation and study skills development.</b>
Please describe this candidate's <b>mathematical, science and/or technology reasoning ability and ability to communicate articulately about the subject matter.</b>

Student Last Name \_\_\_\_\_ First \_\_\_\_\_ MI \_\_\_\_\_

**IN YOUR OPINION:**

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

**COMMENTS:**

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

**PERSONAL QUALITIES:**

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

**EVALUATOR INFORMATION:**

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

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

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

Which year(s) did you teach this candidate? \_\_\_\_\_

Course(s) of instruction with this candidate: \_\_\_\_\_

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

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

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

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

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

# APPENDIX I

# Liberal Arts and Science Academy High School

## Admissions Rubric, 2012-13

Criterion	Score of 5	Score of 4	Score of 3	Score of 2	Score of 1	Score of 0
<b>Application and Student Responses</b> (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.
<b>7<sup>th</sup> and 8<sup>th</sup> core course grades from Report Cards.</b> (Each grade level is scored individually.) If applying for other than 9 <sup>th</sup> 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.
<b>EOC/STAAR or other Standardized Test Scores.</b> (Each test section is scored separately.)	All middle school subject tests 25 points above advanced academic scale score (Other tests: 90 <sup>th</sup> percentile or higher.)	All subject tests advanced academics. (Other tests: 80 <sup>th</sup> percentile or higher.)	Some subject tests advanced academics, some passed. (Other tests: 70 <sup>th</sup> percentile or higher.)	All subject tests passed (Other tests: 50 <sup>th</sup> percentile or higher.)	Some subject tests passed, some failures. (Other tests: 49 <sup>th</sup> percentile or lower.)	All subject tests failed or missing TAKS scores.
<b>Teacher Recommendations</b> (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.
<b>LASA Admissions Test Scores</b> (Each test section is scored separately.) * Percentiles refer to the total population of 2012 prospective LASA CogAT test takers.	The average of the raw scores fall between 99th--90th percentiles inclusive.*	The average of the raw scores fall between 89th--75th percentiles inclusive.*	The average of the raw scores fall between 74th--60th percentiles inclusive.*	The average of the raw scores fall between 59th--40th percentiles inclusive.*	The average of the raw scores fall at or beneath 39 <sup>th</sup> percentile inclusive.*	Did not take the LASA test.

# APPENDIX J

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

Points	45	46	47	48	49	Total	Additional Percent of students that could have been admitted
<b>2010-2011</b>							
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	
<b>2011-2012</b>							
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	
<b>2012-2013</b>							
Anglo	5	3	2	2	7	19	32%
Af-Am	0	0	1	0	1	2	3%
Hisp	7	5	5	3	11	31	53%
NA	1	0	0	0	0	1	2%
A-Am	1	0	0	1	1	3	5%
MR	0	1	0	1	1	3	5%
Total	14	9	8	7	21	59	

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

Anglo	35%
Af-Am	5%
Hisp	53%

# **ATTACHMENT D**

## UHS ADMISSIONS

### MAJOR CONCERNS

#### **BILL**

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

#### **MENDOZAS**

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

#### **FISHERS**

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

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

### CLARIFICATIONS

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

# **ATTACHMENT E**



*Celebrate the US!*

## TUCSON UNIFIED SCHOOL DISTRICT

**MEETING OF:** October 22, 2013

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

**ITEM #:** 13

**Information:**

**Study:** X

**Action:** X

**PURPOSE:**

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

**DESCRIPTION AND JUSTIFICATION:**

The Unitary Status Plan states, in relevant part,

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

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

Presented by: Samuel Brown

Superintendent Goal: Desegregation

**BOARD POLICY CONSIDERATIONS:**

**LEGAL CONSIDERATIONS:**

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

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

\_\_\_\_\_  
Legal Advisor Signature (if applicable)

**BUDGET CONSIDERATIONS:**

**Budget Certification (for use by Office of**

Coversheet

**Financial Services only):**

\_\_\_\_\_ **District Budget**  
 \_\_\_\_\_ **State/Federal Funds**  
 \_\_\_\_\_ **Other**  
**Budget Cost**      **Budget Code**

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

**INITIATOR(S):**

Samuel E. Brown, Desegregation Director	10.14.13
Name	Date
Title	

**DOCUMENTS ATTACHED/ ON FILE IN BOARD OFFICE:**

<b>ATTACHMENTS:</b>
<b>Click to download</b>
<input type="checkbox"/> <a href="#">UHS Admission Process Appendices</a>
<input type="checkbox"/> <a href="#">UHS Admissions</a>

**TUCSON UNIFIED SCHOOL DISTRICT**

**BOARD AGENDA ITEM  
CONTINUATION SHEET**

# **TUSD**

## **University High School Admissions Process Revision**

### **I. USP LANGUAGE**

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

#### **V. QUALITY OF EDUCATION**

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

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

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

### **II. EXECUTIVE SUMMARY**

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

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

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

**III. DEFINITIONS**

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

**IV. BACKGROUND AND TIMELINE**

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

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

The ALE Director and new principal of UHS were hired on July 1<sup>st</sup> 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 8<sup>th</sup> 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 9<sup>th</sup> and 10<sup>th</sup> 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 77<sup>th</sup> percentile rank and allows for students that may not score a 7 or higher in each sub test the opportunity to still meet the entrance requirements by obtaining higher scores in one or more sub test categories. Points are awarded for GPA and test scores according to the following tables. A minimum of fifty points and above qualifies a student for admissions to UHS. (See Chart below, page 3)

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

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

2.99-0

0

**VI. REVIEW PROCESS**

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

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

**A. Expert Analysis**

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

**Experts Contacted:**

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

*See Appendix A and AA for summaries of interviews.*

*See Appendix K for expert reports*

DRAFT

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 8<sup>th</sup> 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.

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# University High School Admissions Revision Plan

## APPENDICES

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# APPENDIX A

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

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

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

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  - 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.

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

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

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

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

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

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

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

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

August 22, 2013 (conducted by Juliet King)

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

**5. Kenneth Bonano, Principal @ Scarsdale High School**

September 4, 2013 (conducted by Martha Taylor)

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

- Personal beneficiary of same type of school with holistic method– Staten Island Technical High School (SITHS) – returned to teach in 1998 for ten years
- 2005 school switched to specialized test; taken in fall of 8<sup>th</sup> 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

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

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

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

**6. Jeannie Franklin – 9/9/13**

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

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

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

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- MS/HS – working with grade 8 students – magnet HS for computer and/or math – greatest lack of AA and Hisp; highly competitive; these are most competitive for diversity – coordinators build relationships with principals – target high math classes in 8<sup>th</sup> 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 8<sup>th</sup> grade → 1) Assessment (Pearson – done for Montgomery County), 2) essay during test GPA (open-ended Q, get 60 minutes, one-page front and back; score by two scorers hired by system (former Ts with engl background use rubric – read about 900 essays total 3) School recommendation piece (only at ES) – Qs answered by school team (counselor puts together team 2-3 people – most important info from core content Ts), 4) school advocacy to surface S who are non-traditional applicants, needs can't be met at home school = principal final signature but anyone in school can advocate for a particular S 5) GPA 6) admission essay – typed at home 7) T recommendations; \*in general; small changes for different magnet schools (only at HS)
  - Over ten years has increased AA/Hisp S in high schools; multiple criteria has improved it over time; still have work to do bc still at half of what we want; before we were at 10% AA and invited 2%, now we invite 5%; improvements slow
  - Model that is successful = preparation program (Young Scholars Program – grades 2<sup>nd</sup> – 5<sup>th</sup>); impacted areas only – have Saturday school (\$50 for whole year and work with T); not working with S who need enrichment but w/ student who are above grade level and support them. 4-5 years and is working = 24% invited vs. 19% in reg pop)
  - Bc of test prep not level playing field; problem – change test but...; YSP not test prep but higher-level thinking skills and activities
- Results – in ES School Advocacy – despite depression of scores would still be a good match; not always invited but do have a higher rate of invitation – get strong look; individual decision per file – no rubric used – looking at whole profile of S;
- MS → struggle to get MS principals to advocate – time consuming; this year adopt a few principals and encourage them to have staff to advocate – committed, persistent, work hard, problem-solving, etc. Narrative about non-traditional S;
- Entrance Committee - ??
- Assessment - ES – looking to use the COGat; new test; deal with test prep
- Parent concerns – test prep booklet (few pages of examples, testing format, not actual Qs, time limits, 504/IEP info, etc.) vs. \$800 weekends test prep program

# APPENDIX AA

**Taylor, Martha**

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**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  
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1500 West Sullivan Road  
Aurora IL 60506-1000  
630-907-5568  
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On 8/16/2013 11:15 AM, Taylor, Martha wrote:

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

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

Again, thank you so much for responding to me.

---

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

Hi Martha,

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

Best,

Kelly

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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](mailto:martha.taylor@tusd1.org)

# APPENDIX B

**UHS Freshman Applications by Ethnicity - TUSD students only**

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

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

**UHS Completion by 9th grade EOY enrollment**

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

# APPENDIX C

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

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

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

Application evaluated on the following questions:

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

Reviewers will look for:

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

Application

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

Multicultural Recruitment Programs:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# APPENDIX D

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

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

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 I; 85%ile in reading and math - Explore	grades in core subjects; writing sample; teacher recs		\$10 to take test if not in District
33. Carnegie Vanguard	Houston ISD TX	156	426	47	22		Stanford 10 and Naglieri; Teacher recs; 7th grade report card	GATE students do not test; contact for criteria	

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

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

University High School: Admissions Revision for SY 2013-14  
 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	

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

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

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

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

# APPENDIX E

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

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

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

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

# APPENDIX F

## Black Students on White Campuses: 20 Years of Research

William E. Sedlacek

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

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

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

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

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

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

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

### DESCRIPTION OF THE MODEL

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

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

*Black Student Life*

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

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

## SELF-CONCEPT

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

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

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

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

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

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

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

### REALISTIC SELF-APPRAISAL

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

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

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

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

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

### UNDERSTANDING AND DEALING WITH RACISM

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

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or get high grades.

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

#### Admissions

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

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

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

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

#### Relationships with Faculty

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

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

#### Campus Life

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

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

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

#### Attitudes of White Students

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

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

#### COMMUNITY SERVICE

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

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

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

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

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

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

#### LONG-RANGE GOALS

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

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

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

#### STRONG SUPPORT PERSON

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

#### LEADERSHIP

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

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

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

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

#### NONTRADITIONAL KNOWLEDGE

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

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

#### DISCUSSION

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

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

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

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

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

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

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

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

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

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

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## APPENDIX A.

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

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

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

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

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

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

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

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

# APPENDIX G

Student Last Name

First

MI

**SECTION II. To be completed by the STUDENT.**

**ACTIVITIES, INVOLVEMENT AND ACHIEVEMENTS**

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

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

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

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

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

**OPTIONAL STATEMENT**

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

Student Last Name

First

MI

**SECTION III. To be completed by the STUDENT.**

Please respond on separate pages to the following questions.

**STUDENT ESSAY QUESTIONS**

1. If you are invited to attend the Academy you will be expected to adapt to new learning, living and social environments. You will be asked to live, study, and work with many people from different backgrounds from throughout Illinois. Please describe yourself to your classmates, teachers and others at the Academy. What interesting information **would you want others to remember about you?** **Secondly, what are some changes you perceive you would need to make to thrive academically and residentially at IMSA?** *(Word Guideline - In 500 words or less)*
  
2. Success is achieved in many ways and by using numerous variable factors. It is your task to do all below:
  - Develop a working equation/formula portraying the variables of being successful for advanced study in mathematics, science and technology.
  - Discuss your personal understanding of how this equation/formula creates a path for success.
  - Describe a time when you experienced success and its impact on you. *(Word Guideline - In 500 words or less)*
  
3. The mission of IMSA, the world's leading teaching and learning laboratory for imagination and inquiry, is to ignite and nurture creative, ethical scientific minds that advance the human condition, through a system distinguished by profound questions, collaborative relationships, personalized experiential learning, global networking, generative use of technology and pioneering outreach. Using your own words, describe how you will embrace, engage and advance the mission of IMSA if you are chosen to be a member of the class of 2016. *(Word Guideline - In 500 words or less)*
  
4. You have been awarded the resources required to initiate, design, and implement an innovative endeavor that will have an impact on the world through mathematics, science, engineering and/or technology. Describe your innovative endeavor, how you would go about starting it? What is its potential effect today and for future generations? *(Word Guideline - In 250 words or less)*

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

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

# APPENDIX H

**TEACHER EVALUATION OF APPLICANT - (Please check one)**

MATHEMATICS     SCIENCE     ENGLISH     OPTIONAL

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

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

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

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

Student Applicant Signature                      Date

Parent/Legal Guardian Signature                      Date

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

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

Student Applicant Signature                      Date

Parent/Legal Guardian Signature                      Date

**TO BE COMPLETED BY THE EVALUATOR**

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

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

*(Attach additional page if more space needed)*

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

Student Last Name \_\_\_\_\_ First \_\_\_\_\_ MI \_\_\_\_\_

**IN YOUR OPINION:**

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

**COMMENTS:**

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

**PERSONAL QUALITIES:**

Outstanding      Good      Average      Below Average      No Basis for Judgment

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

**EVALUATOR INFORMATION:**

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

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

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

Which year(s) did you teach this candidate? \_\_\_\_\_

Course(s) of instruction with this candidate \_\_\_\_\_

Evaluator Last Name \_\_\_\_\_ Evaluator First Name \_\_\_\_\_ Evaluator Title \_\_\_\_\_

School/Institution Name (No Abbreviations) \_\_\_\_\_ Office Phone (xxx-xxx-xxxx) \_\_\_\_\_ Email \_\_\_\_\_

School/Institution Address \_\_\_\_\_ Date Completed Evaluation \_\_\_\_\_ Evaluator Signature \_\_\_\_\_

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

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

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

000047

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

# APPENDIX I

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

Criterion	Score of 5	Score of 4	Score of 3	Score of 2	Score of 1	Score of 0
<b>Application and Student Responses</b> (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.
<b>7<sup>th</sup> and 8<sup>th</sup> core course grades from Report Cards.</b> (Each grade level is scored individually.) If applying for other than 9 <sup>th</sup> 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.
<b>EOC/STAAR or other Standardized Test Scores.</b> (Each test section is scored separately.)	All middle school subject tests 25 points above advanced academic scale score (Other tests: 90 <sup>th</sup> percentile or higher.)	All subject tests advanced academics. (Other tests: 80 <sup>th</sup> percentile or higher.)	Some subject tests advanced academics, some passed. (Other tests: 70 <sup>th</sup> percentile or higher.)	All subject tests passed (Other tests: 50 <sup>th</sup> percentile or higher.)	Some subject tests passed, some failures. (Other tests: 49 <sup>th</sup> percentile or lower.)	All subject tests failed or missing TAKS scores.
<b>Teacher Recommendations</b> (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.
<b>LASA Admissions Test Scores</b> (Each test section is scored separately.) * Percentiles refer to the total population of 2012 prospective LASA CogAT test takers.	The average of the raw scores fall between 99 <sup>th</sup> --90 <sup>th</sup> percentiles inclusive.*	The average of the raw scores fall between 89 <sup>th</sup> --75 <sup>th</sup> percentiles inclusive.*	The average of the raw scores fall between 74 <sup>th</sup> --60 <sup>th</sup> percentiles inclusive.*	The average of the raw scores fall between 59 <sup>th</sup> --40 <sup>th</sup> percentiles inclusive.*	The average of the raw scores fall at or beneath 39 <sup>th</sup> 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
<b>2010-2011</b>							
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	
<b>2011-2012</b>							
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	
<b>2012-2013</b>							
Anglo	5	3	2	2	7	19	32%
Af-Am	0	0	1	0	1	2	3%
Hisp	7	5	5	3	11	31	53%
NA	1	0	0	0	0	1	2%
A-Am	1	0	0	1	1	3	5%
MR	0	1	0	1	1	3	5%
Total	14	9	8	7	21	59	

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

Anglo	35%
Af-Am	5%
Hisp	53%

# APPENDIX K

TUCSON UNIFIED SCHOOL DISTRICT

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September 13, 2013

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

From: Kenneth Bonamo, Principal of Scarsdale High School

**Re: University High School Admissions Process Revision**

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

### **Scope of Review**

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

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

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

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

### **Review of Final Draft**

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

TUCSON UNIFIED SCHOOL DISTRICT

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September 16, 2013

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

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

**Re: University High School Admissions Process Revision**

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

**Scope of Review**

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

**Review of Final Draft**

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

TUCSON UNIFIED SCHOOL DISTRICT

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10/3/2013

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

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

**Re: University High School Admissions Process Revision**

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

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

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

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

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

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

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

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

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

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

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

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

# **ATTACHMENT F**

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

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

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

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

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

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

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

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

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

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

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

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

.....

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

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

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

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

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

# **ATTACHMENT G**

11/04/13

To: Special Master (SM) Willis Hawley

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

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

**The Fisher Plaintiffs object to the UHS APR**

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

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

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

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

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

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

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

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

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

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

[...]

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

[...]

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

[...]

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

[...]

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

# **ATTACHMENT H**

## UHS Admissions BH Comments

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

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

2010-11

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

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

2011-12

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

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

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

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

# **ATTACHMENT I**

## ***Draft response to objections re UHS Admissions-for discussion***

### Overview

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

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

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

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

### The District's Proposal

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

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

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

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

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

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

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

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

## My Recommendation to the Court

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

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

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

## Other Issues Related to Plaintiff's' Objections

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

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

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

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

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

# **ATTACHMENT J**

# APPENDIX L

## Appendix L

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

# **ATTACHMENT K**

DECONCINI McDONALD YETWIN & LACY

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M E M O R A N D U M

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

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

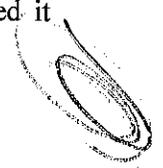
**I. Mendoza Objections:**

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

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

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

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



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ATTORNEYS AT LAW

November 15, 2013

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

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

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

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

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

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

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

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

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

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

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

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

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

II. **Fisher Objections:**

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

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

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

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

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

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

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

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

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

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

**Response:** See above.

### III. Summary of Plaintiff Objections and District’s Response

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

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**IV. Special Master Proposal**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**C. Special Master’s Recommendation to the Court**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**IV. Conclusion**

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

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

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

**IN THE UNITED STATES DISTRICT COURT**

**FOR THE DISTRICT OF ARIZONA**

Roy and Josie Fisher, et al.,

Plaintiffs

CV 74-90 TUC DCB  
(Lead Case)

v.

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

United States of America,

Plaintiff-Intervenor,

CV 74-204 TUC DCB  
(Consolidated Case)

v.

Anita Lohr, et al.,

Defendants,

and

Sidney L. Sutton, et al.,

Defendants-Intervenors,

Maria Mendoza, et al.

Plaintiffs,

United States of America,

Plaintiff-Intervenor,

v.

Tucson Unified School District No. One, et al.

Defendants.

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

STATE OF ARIZONA            )  
  ) ss.  
County of Pima                )

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

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

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

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

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

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

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

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

better met this objective than modifying the numerical thresholds or adjusting weights between test scores and grades.

20. It has always been my intention to continue to research and pilot assessments/instruments for potential inclusion for both UHS sophomores and freshman admissions in the Spring of 2014 and beyond once we can move forward. This would include utilizing a sampling model of representative 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> graders to evaluate alternative motivation/resiliency scales and test other non-cognitive assessments for implementation in the admissions process. The ability to test and evaluate potential instruments/assessments before use is critical to ensuring that the UHS admissions process remains equitable and transparent and consistently applied across all students. Simply put, the process of evaluation, implementation, data review, and modification will be a process, not a static determination. We will continue to adjust as appropriate based on the data, research, and the best interests of our students and families.

FURTHER AFFIANT SAYETH NOT.

Dated this 13<sup>th</sup> day of December, 2013

Juliet King  
Juliet King, Ph.D.

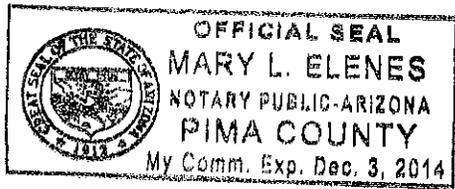
State of Arizona    )  
                                  ) ss.  
County of Pima     )

SUBSCRIBED AND SWORN TO before me this 13<sup>th</sup> day of December, 2013, by Mary L. Elenes

Mary L. Elenes  
Notary Public

My Commission Expires:

December 3, 2014



# **ATTACHMENT A**

**Juliet King**  
2915 E. Helen St  
Tucson AZ 85716  
Email: [jkl3354@yahoo.com](mailto:jkl3354@yahoo.com)  
Phone: 520-881-3025

**Education**

**PhD Sociology** University of Wisconsin-Madison, August 1999  
Concentrations: Rural Sociology, Social Stratification, Economic Development  
Dissertation: *Access to Health Care for American Indians and Alaska Natives*  
Advisor: Dr. C. Matthew Snipp

**MS Economics** University of Wisconsin-Madison, December 1991  
**BS Economics/Psychology** University of California – Berkeley, June 1988

**Professional Experience**

**Self-Employed** October 2004–May 2005

In Flagstaff for a limited time. Worked on family farm. Supplemented income as a temporary employee for two employment agencies, performing primarily administrative work.

**Assistant Specialist in AES** February 2003-May 2004  
Department of Human and Community Development  
University of California- Davis

Community and economic development researcher for the California Communities Program. Conducted research on issues pertinent to California communities with a special emphasis on rural California. Projects included an evaluation of the state faith-based workforce development initiative, food system assessments, and tourism. Organized annual conference. Participated in the CA rural development committee and several working groups (food security, agtourism).

**Researcher – consultant** April 2002-December 2002  
Center for Urban Policy Research, Rutgers University  
Co-authored monograph on the status and conditions of housing and related development on Native lands.

Center for Social Development, Washington University  
Co-authored research report analyzing state IDA policies and its impact on Native communities.

**Director of Research**  
First Nations Development Institute  
Fredericksburg, VA

November 1998-April 2002

Responsible for the establishment of the Native Assets Research Center (NARC) – the research and policy program of the organization. As Director, developed the strategy and direction for the organizations research and policy initiatives, established departmental priorities, work plans and budgets. Undertook original research on many diverse Native economic issues, including entrepreneurship, forestry, housing and agriculture. Wrote internal reports, made presentations, and served as liaison with funders, nonprofit agencies and policy-makers. Oversaw the development of First Nations resource and information clearinghouse, including the establishment of a Census Information Center. Supervisory oversight of NARC staff, consultants, and interns. Member of First Nations Grant Review Committee.

**Consultant**  
Ellsworth Associates  
McLean, Virginia

April 1998-August 1998

Assisted with data collection and case study analysis for a national descriptive study of Head Start State Collaboration Projects. Duties included conducting telephone interviews with State officials, Head Start Directors and others, and writing final case study analyses on each state program.

**Research Associate**  
National American Indian Housing Council  
Washington DC

November 1995-Dec 1997

Responsible for the establishment and management of the Indian Housing Research and Resource Center – the Council's research and informational services. Duties included management and implementation of all research projects conducted by the NAIHC, management and oversight of all information and educational resources concerning Indian housing and related issues. Participated in developing departmental and organizational strategic plans. Monitored and analyzed federal housing legislation and related issues. Wrote policy briefs. Supervised interns and consultants.

**Research Assistant**  
Department of Rural Sociology, UW-Madison  
Madison Wisconsin

August 1992-May 1995

Worked with Professor C. Matthew Snipp on a national study of tribal gaming enterprises on Indian reservations. Work on the project included: creating and implementing a national mail and telephone survey, conducting on-site visits, collecting and maintaining secondary source material, compiling and analyzing statistical data, as well as writing text for publication.

Institute for Research on Poverty, UW-Madison  
Madison Wisconsin

Worked with Professor Gary Sandefur on a statistical analysis of national survey data "High School and Beyond". Research examined the relationship between family status and socio-economic outcomes. Responsible for analyzing large national datasets using univariate and multivariate techniques.

### **Reports and Papers**

Native American Housing on Indian Lands: the current state of knowledge and Practice. Co-author. Center for Urban Policy Research, Rutgers University.

State IDA policy and Native communities. Co-author. Center for Social Development. Washington University. Working paper. April 2003.

Tribal Colleges as a Catalyst for Native Civil Society. Co-author. Commissioned for a volume on Civil Society and the United States. Ed. Virginia Hodgkinson, Georgetown University 2000.

Native American Housing. Author. Encyclopedia of Housing. Ed. Willem Van Vliet, Sage Publications, April 1998.

Housing Report series: "Expanding Homeownership Opportunities in Native American Communities: role of private sector housing finance". "Nonprofit Housing Organizations in Native American Communities". "Profiles of Section 184 Applicants". "The Use of Proceeds of Sale". National American Indian Housing Council, 1997.

### **Committee Memberships**

Race and Ethnic Advisory Committee, American Indian and Alaska Native Committee, US Census Bureau, 2004-

National Monitoring Team, US Forest Service Stewardship Contracting Pilot Projects 2001-2004

Steering Committee, Census Information Center Program, US Census Bureau 2000-2002

Selection Committee, "Enterprise Foundation Economic Development Initiative Grant for New Mexico Tribal Communities" 2000.

Reviewer, Small Business Innovation Research Program(SBIR) USDA 2000

Liaison, National Rural Funders Group

Planning Committee "Who Owns America? III Conference" University of Wisconsin-Madison Land Tenure Center, June 6-9 2001

Planning Committee "Why Rural Policy Matters" Rural Policy Research Institute, University of Missouri, October 16-18 2002

### **Professional Affiliations**

Rural Sociological Society

J.P. Harrington Database Project, volunteer transcriber

# **ATTACHMENT B**

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	
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	
16.Design &Architecture Senior High	Yonkers SD, NY	142	508	68	35		Audition, portfolio, sketchbook, interview	specialized	

School	Location	9th grade seats	Student count	% unrep	%frl	Eligibility to Apply	Admissions Criteria	Notes	Fee
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		
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	

School	Location	9th grade seats	Student count	% unrep	%frl	Eligibility to Apply	Admissions Criteria	Notes	Fee
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	
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 processbased 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	

# **ATTACHMENT C**

**E X A M**  
**SCHOOLS**

*Inside America's Most Selective  
Public High Schools*

*CHESTER E. FINN, JR.*  
*JESSICA A. HOCKETT*

# Exam Schools



Inside America's Most Selective Public High Schools

**Chester E. Finn, Jr., and Jessica A. Hockett**

**Princeton University Press**

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## Chapter 3

### Exploring a New Constellation



Although some schools on our list are nationally renowned and many are locally famous, these schools as a group or type within U.S. education have rarely been examined or analyzed. Hence little is known about their demographics, their teachers, their education programs, their selection processes, et cetera. Here we explore this unfamiliar constellation within the vast universe of American secondary education.

#### School Demographics

To obtain basic information about student demographics, we drew data from the federal government’s 2009–10 Common Core database for the schools on our list and compared them with all U.S. public high schools (table 3.1). The results both confirm and challenge some hunches and assumptions about selective high schools.

As expected, academically selective schools represent a tiny fraction of U.S. public high schools and serve slightly fewer than one percent of all students. Female pupils outnumber male 55 percent to 45 percent, whereas in the larger high school universe they’re nearly the same. (More girls *apply* to these schools as well—see p. 41.)

Viewed in its entirety, the population of students served by these schools is more racially “balanced” than the population of students served by all public high schools. No ethnic group comprises more than 35 percent of total enrollment. Observe, though, that there are propor-

**Table 3.1:** Student Demographics of Selective High Schools

Number of schools
Total enrollment
Male <sup>a</sup>
Female
White
Black
Hispanic (nonwhite)
Asian/Asian-Pacific Islander/Hawaiian
Native American
Two or more races

<sup>a</sup> Here and throughout the list are reported as percentages of the Common Core of [illegible] Rights, district and state Data were not available for some schools with totals of less than 100.

<sup>b</sup> See note 4 of table 3.1.

<sup>c</sup> For 16 schools reported as its total enrollment, we observed

tionally fewer white students and proportionally more African American students.

As in American public schools, combined population of students in these schools, individual schools, half or more of them, are African American.

For an African American school, the schools resemble those of black students in the larger high school universe.

**Table 3.1:** Student Demographics, Academically Selective vs. All Public High Schools

	<i>Academically selective public high schools<sup>a</sup></i>	<i>All public high schools<sup>b</sup></i>
Number of schools	165	22,568
Total enrollment	135,700 ( <i>n</i> = 165)	14,629,876
Male <sup>c</sup>	45% ( <i>n</i> = 161)	51%
Female	55% ( <i>n</i> = 161)	49%
White	35% ( <i>n</i> = 161)	56%
Black	30% ( <i>n</i> = 161)	17%
Hispanic (nonwhite)	13% ( <i>n</i> = 161)	20%
Asian/Asian-Pacific Islander/Hawaiian	21% ( <i>n</i> = 161)	5%
Native American	< 1% ( <i>n</i> = 161)	1%
Two or more races	< 1% ( <i>n</i> = 161)	< 1%

<sup>a</sup> Here and throughout this chapter, demographic data for the schools on our list are reported as obtained from the National Center for Education Statistics Common Core of Data, the U.S. Department of Education's Office for Civil Rights, district and school websites, and direct contact with administrators. Data were not always available for all 165 schools. In addition, demographic data for some schools did not reflect their total enrollments, resulting in percentage totals of less than 100% in some categories.

<sup>b</sup> See note 4 of chapter 2.

<sup>c</sup> For 16 schools on our list, there was a discrepancy between what the school reported as its total enrollment, and the sum of its male and female students. In these cases, we opted to use the latter sums as their total enrollment.

tionally fewer white and Hispanic students in these schools, and proportionally more black and (far) more Asian students.

As in American public education generally, however, while the combined population of the schools on our list is diverse in racial/ethnic terms, individual schools are often "imbalanced." In nearly 70 percent of them, half or more of the students are of one race (table 3.2).

For an African-American youngster, the integration picture in these schools resembles that of public schools generally. Fifty-one percent of black students in our schools have a majority of fellow students who

owned and many within U.S. education is known about programs, their semiliar constellation.

ics, we drew data database for the public high schools ne hunches and

at a tiny fraction n one percent of it to 45 percent, early the same.

served by these ion of students rises more than here are propor-

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**Table 3.2:** Academically Selective Schools with Enrollment  $\geq$  50% of One Race ( $n = 113$ )

	<i>White</i>	<i>Black</i>	<i>Asian/Pacific Islander</i>	<i>Hispanic</i>
Number of schools with 50%–59%	19	6	5	3
Number of schools with 60–69%	14	6	3	6
Number of schools with 70%–79%	12	8	2	0
Number of schools with 80%–89%	7	8	1	0
Number of schools with 90%–100%	3	12	0	0
Totals	55	38	11	9

are black. For public schools in general, that's the case with 52 percent of African-American pupils. On the other hand, white students in academically selective high schools are somewhat better integrated. Again, 51 percent are in schools where a majority of their classmates are also white—but in U.S. public education generally that's true for 77 percent of white pupils.<sup>1</sup>

Location is part of the explanation. As shown in table 3.3, 55 percent of “our” schools are located in large cities, which tend to be diverse places but also places where minority youngsters are generally concentrated. Those ninety-three largish schools enroll 70 percent of all the students in our school population, including 83 percent of the black students in that population, 75 percent of the Hispanic students, and 71 percent of the Asian pupils. A substantial fraction of these urban schools are designated “magnet” schools in the federal database or by their own principals, indicating that racial integration was likely part of the reason for their creation. Indeed, several were historically black schools that became magnets in the hope of attracting white (and other) students to their specialized offerings.<sup>2</sup>

Judging by eligibility for federal free and reduced-price lunches (table 3.4), the pupils in academically selective high schools are only

**Table 3.3:** Student Ra

	<i>Large</i>
Number of schools <sup>a</sup> ( $n = 156$ )	
Total student enrollment	9%
Male <sup>b</sup>	
Female	
White	
Black	
Asian/Pacific Islander	
Hispanic	

<sup>a</sup> This kind of location

<sup>b</sup> For 16 schools on our list reported as its total enrollment cases, we opted to use the

slightly less poor than in general. Note, though, that because they do not receive state-sponsored res

Based on the information on our list enrollment figures for schools in general (including no IDEA-eligible students for whom spe

Although these cases are somewhat surprising for academically selective high schools in cities. We therefore applied with selective enrollment of students in their academically

**Table 3.3:** Student Race/Ethnicity by School Location (2009-10)

	<i>Large city</i>	<i>Midsized city</i>	<i>Small city</i>	<i>Large suburb</i>	<i>Rural/small town/exurban</i>
Number of schools <sup>a</sup> ( <i>n</i> = 156)	93	19	9	27	10
Total student enrollment	93,803	14,459	4,821	16,950	5,198
Male <sup>b</sup>	43%	45%	48%	48%	47%
Female	57%	55%	52%	52%	53%
White	29%	46%	46%	54%	63%
Black	35%	26%	11%	12%	11%
Asian/Pacific Islander	21%	17%	31%	21%	12%
Hispanic	14%	9%	10%	11%	11%

<sup>a</sup> This kind of locational information was not available for all schools.

<sup>b</sup> For 16 schools on our list, there was a discrepancy between what the school reported as its total enrollment, and the sum of its male and female students. In these cases, we opted to use the latter sums as their total enrollment.

slightly less poor than those in the larger universe of U.S. public education. Note, though, that some schools on our list are excluded here because they do not receive federal funding for these programs. (They are state-sponsored residential schools, university-affiliated schools, etc.)<sup>3</sup>

Based on the incomplete data we were able to gather, the schools on our list enroll fewer students with disabilities than do public high schools in general (table 3.4). Forty-five of the 120 schools reported having no IDEA-eligible students. About 75 schools have five or more students for whom special-education services may be provided.<sup>4</sup>

Although these comparisons at the national level are important and somewhat surprising, it's also important to look at the extent to which selective high schools reflect the demographics of their own communities. We therefore picked seven large cities that are reasonably well supplied with selective high schools and compared the racial/ethnic composition of students in all their public high schools with those enrolled in their academically selective schools (table 3.5). In New York, Chicago,

50% of One Race

<i>c</i>	<i>Hispanic</i>
	3
	6
	0
	0
	0
	9

with 52 percent students in acad- integrated. Again, ssmates are also ue for 77 percent

table 3.3, 55 per- end to be diverse enerally concen- percent of all the cent of the black ic students, and 1 of these urban al database or by n was likely part historically black white (and other)

ed-price lunches schools are only

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**Table 3.4:** Eligibility for Free/Reduced-Price Lunch and Students with Disabilities

	<i>Academically selective public high schools</i>	<i>All public high schools</i>
Students eligible for free/reduced-price lunch ( $n = 148$ )	37%	39%
Students with disabilities (IDEA-Eligible) ( $n = 120$ )	3% <sup>a</sup>	12% <sup>b</sup>

<sup>a</sup> Data from <http://ocrdata.ed.gov/>. Data were not available for all schools. Percentage includes some schools that enroll elementary and middle school students.

<sup>b</sup> Based on the number of students with disabilities for ages 14–17 in 2009–10 ([www.ideadata.org](http://www.ideadata.org)) and on 14,865,347 students in grades 9–12 in 2009–10 ([www.nces.gov/ccd](http://www.nces.gov/ccd)).

Boston, and Philadelphia, black and Hispanic students are underrepresented in the selective high schools, while white and Asian students are significantly overrepresented. In those four cities, we also see that roughly one-quarter to one-half of *all* Asian and white students who attend public high school are enrolled in the selective schools. Given that these systems enroll far more Hispanic and black students, such numbers suggest that selective high schools may function as a kind of refuge from lower-performing or less desirable schools for significant numbers of white and Asian students. In those cities, the selective schools may also provide an incentive for the families of such students to remain within the public-education system.

The selective high schools of Milwaukee and the District of Columbia come closer to approximating district demographics. We note, though, that several of the selective schools in each of these cities are low performing (see Great Schools ratings in appendix I) and enroll mostly black students. (This is also the case for a number of schools in Philadelphia and Chicago.)

The demographics of selective high schools in Jefferson County, Kentucky, do, in fact, nearly mirror those of their district. But here, too, individual schools reveal a different picture: One of the five selective schools is 80 percent black, while the other four are predominantly white.

Judging by eligibility for the federal free/reduced-price lunch program, we find (in the six cities for which we could obtain such data) that

**Table 3.5:** Student Demog

<b>Chicago</b>	<i>Nat. Amer.</i>
All students in [public] schools that include grade 12 <sup>a</sup>	> 1
Students in 8 selective public high schools <sup>b</sup>	> 1
Proportion of subgroup enrolled in selective high schools	33 <sup>c</sup>
<b>New York City</b>	<i>Nati Amer.</i>
All students in public schools that include grade 12	> 1
Students in 23 selective high schools	> 1
Proportion of subgroup enrolled in selective high schools	6%
<b>Boston</b>	<i>Nati Amer.</i>
All students in public schools that include grade 12	> 1 <sup>d</sup>
Students in 3 selective high schools	> 1 <sup>e</sup>
Proportion of subgroup enrolled in selective high schools	20%

Students with Dis-

Public	All public high schools
	39%
	12% <sup>b</sup>

for all schools. Percentage of students 14-17 in 2009-10 (www.nces.gov/ipeds) and 2008-09 (www.nces.gov/ipeds).

Students are underrepresented and Asian students are overrepresented. In addition, we also see that white students who attend selective schools. Given that students, such numbers as a kind of refuge for significant numbers of the selective schools and students to remain

the District of Columbia demographics. We note, however, that in these cities are (see Appendix I) and enrollment number of schools in

Person County, Ken-

But here, too, indicate selective schools is mostly white.

Free-price lunch program (see Appendix I for more details)

Table 3.5: Student Demographics in Selected Urban Districts

<b>Chicago</b>	Native American	Asian	Black	Hispanic	White	Free/reduced-price lunch
All students in [public] schools that include grade 12 <sup>a</sup>	> 1%	4%	50%	38%	8%	72%
Students in 8 selective public high schools <sup>b</sup>	> 1%	14%	30%	28%	27%	52%
Proportion of subgroup enrolled in selective high schools	33%	36%	6%	7%	31%	8%
<b>New York City</b>	Native American	Asian	Black	Hispanic	White	Free/reduced-price lunch <sup>c</sup>
All students in public schools that include grade 12	> 1%	15%	30%	36%	19%	N/A
Students in 23 selective high schools	> 1%	37%	12%	12%	39%	N/A
Proportion of subgroup enrolled in selective high schools	6%	24%	4%	3%	19%	N/A
<b>Boston</b>	Native American	Asian	Black	Hispanic	White	Free/reduced-price lunch
All students in public schools that include grade 12	> 1%	10%	39%	36%	14%	66%
Students in 3 selective high schools	> 1%	25%	23%	15%	35%	41%
Proportion of subgroup enrolled in selective high schools	20%	53%	13%	9%	55%	18%

Chapter 3

Table 3.5 (continued)

<b>Philadelphia</b>	<i>Native American</i>	<i>Asian</i>	<i>Black</i>	<i>Hispanic</i>	<i>White</i>	<i>Free/reduced-price lunch</i>
All students in public schools that include grade 12	> 1%	8%	64%	15%	13%	76%
Students in 13 selective high schools	> 1%	16%	54%	8%	22%	51%
Proportion of subgroup enrolled in selective high schools	28%	42%	17%	11%	34%	14%
<b>District of Columbia</b>	<i>Native American</i>	<i>Asian</i>	<i>Black</i>	<i>Hispanic</i>	<i>White</i>	<i>Free/reduced-price lunch</i>
All students in public schools that include grade 12	> 1%	2%	81%	13%	5%	66%
Students in 4 selective high schools	> 1%	3%	85%	5%	7%	46%
Proportion of subgroup enrolled in selective high schools	29%	21%	16%	7%	24%	9%
<b>Milwaukee</b>	<i>Native American</i>	<i>Asian</i>	<i>Black</i>	<i>Hispanic</i>	<i>White</i>	<i>Free/reduced-price lunch</i>
All students in public schools that include grade 12	> 1%	5%	63%	19%	12%	77%
Students in 5 selective high schools	> 1%	7%	53%	17%	23%	62%
Proportion of subgroup enrolled in selective high schools	15%	31%	19%	20%	43%	17%

Table 3.5 (continued)

<b>Jefferson County (KY)</b>	<i>Native American</i>
All students in public schools that include grade 12	> 1%
Students in 5 selective high schools	> 1%
Proportion of subgroup enrolled in selective high schools	35%

<sup>a</sup> We noticed that about 21 high reduced-price lunch data for 200 other cities.) To be consistent with table. It's almost certain that all for free or reduced-price lunch. those 21 schools' students from percentage of 83% among the remainder.  
<sup>b</sup> Free/reduced-price lunch data  
<sup>c</sup> Free and reduced-price lunch data from the NCES Common Core of Data for Education Department website used for us to conduct an analysis.

the academically selected low-income students that the "achievement gap" is at least 15 percent of the youngest

**Surveying the Schools**

To learn more about them, we compare them in different ways. We complete a lengthy online survey of respondents that their responses follows we do not identify

Table 3.5 (continued)

<b>Jefferson County (KY)</b>	<i>Native American</i>	<i>Asian</i>	<i>Black</i>	<i>Hispanic</i>	<i>White</i>	<i>Free/reduced-price lunch</i>
All students in public schools that include grade 12	> 1%	3%	37%	4%	61%	53%
Students in 5 selective high schools	> 1%	4%	34%	2%	60%	35%
Proportion of subgroup enrolled in selective high schools	35%	40%	23%	14%	27%	16%

<sup>a</sup> We noticed that about 21 high schools in Chicago, most of them charters, did not report free/reduced-price lunch data for 2009–10. (This didn't appear to be the case with charters in the other cities.) To be consistent with the other cities, we included those schools in our total in this table. It's almost certain that all those schools have significant numbers of students who qualify for free or reduced-price lunch. Nevertheless, we show the data as reported (or not). Removing those 21 schools' students from the CPS enrollment total yields a free/reduced-price lunch percentage of 83% among the remaining CPS high school students.

<sup>b</sup> Free/reduced-price lunch data were not available for one of these selective high schools.

<sup>c</sup> Free and reduced-price lunch data for New York City public schools are not reported in the NCES Common Core of Data for the 2009–10 school year, and data available through the city's Education Department website were not reported as student counts, which made it impossible for us to conduct an analysis.

the academically selective high schools also enroll proportionally fewer low-income students than do all high schools in their districts. That “poverty gap” is at least 15 percent. On the other hand, observe that 35 to 62 percent of the youngsters in every city's selective high schools *are* poor.

### Surveying the Schools

To learn more about the characteristics of schools on our list—and to compare them in different ways—we asked their administrators to complete a lengthy online survey (reproduced in appendix II). We promised respondents that their responses would remain confidential, so in what follows we do not identify schools or administrators by name.

<i>Hispanic</i>	<i>White</i>	<i>Free/reduced-price lunch</i>
15%	13%	76%
8%	22%	51%
11%	34%	14%
<i>Hispanic</i>	<i>White</i>	<i>Free/reduced-price lunch</i>
13%	5%	66%
5%	7%	46%
1%	24%	9%
<i>Hispanic</i>	<i>White</i>	<i>Free/reduced-price lunch</i>
1%	12%	77%
1%	23%	62%
1%	43%	17%

## Chapter 3

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**Table 3.6:** Demographics of Survey Responders vs. All Academically Selective Schools

	<i>Schools responding to survey</i>	<i>All academically selective public high schools</i>
Total enrollment	36,115 ( $n = 57$ )	135,700 ( $n = 165$ )
Male	45% ( $n = 55$ )	45% ( $n = 161$ )
Female	55% ( $n = 55$ )	55% ( $n = 161$ )
White	38% ( $n = 54$ )	35% ( $n = 161$ )
Black	27% ( $n = 54$ )	30% ( $n = 161$ )
Hispanic/Latino	12% ( $n = 54$ )	13% ( $n = 161$ )
Asian/Pacific Islander	21% ( $n = 54$ )	21% ( $n = 161$ )
Native American	< 1% ( $n = 54$ )	< 1% ( $n = 161$ )
Two or more races	< 1% ( $n = 54$ )	< 1% ( $n = 161$ )
Eligible for free/reduced-price lunch	35% ( $n = 46$ )	37% ( $n = 148$ )

We received fifty-seven substantially complete surveys, which represents 35 percent of all schools on the list.<sup>5</sup> The demographics of responding schools are shown in table 3.6, alongside the corresponding figures for all schools on our list (for which also see table 3.1). Observe that the survey respondents closely resemble the larger school population.

### School Type

Because academically selective public high schools come in many ages, flavors, sizes, shapes, and with unique histories, a variety of terms (referring, *inter alia*, to a school's attendance area, funding source, educational emphasis, target population, and enrollment type) can be used to characterize them. We listed some of these terms in a survey question and also invited respondents to suggest one or more additional terms to describe their schools (table 3.7).

Most respondents reported that they serve students who live within the boundaries of a single city or school district (table 3.8), but a full 38 percent have countywide, regional, or statewide "attendance zones."

**Table :**  
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### Admissions and R

The application re these schools empl This was certainly ti about. Some schoo ity, possible allegati or does not result fr are public, yet many to enroll in them. S

**Table 3.7:** School Descriptors Used by Administrators (*n* = 57)

<i>Terms provided on survey</i>	
Magnet	29
District-sponsored	17
STEM	15
State-sponsored	11
Residential	8
University lab	2
Charter	2
Governor's School	2
Regional center	1
<i>Respondent-generated terms</i>	
Early college/early entrance to college	6
Screened	2
Selective-enrollment	2
Vocational/technology	2
Career academy	1
Exam	1
Choice	1
School for gifted students	1

**Admissions and Recruitment**

The application requirements, processes, and selection criteria that these schools employ are of obvious interest—and some sensitivity. This was certainly the most challenging area to elicit clear information about. Some school officials are uneasy about the practice of selectivity, possible allegations of “elitism,” and the student diversity that does or does not result from the admissions process. After all, these schools are public, yet many students living in the attendance area are not able to enroll in them. Some youngsters apply and are admitted; others are

academically selective

academically selective public high schools
135,700 ( <i>n</i> = 165)
45% ( <i>n</i> = 161)
55% ( <i>n</i> = 161)
35% ( <i>n</i> = 161)
30% ( <i>n</i> = 161)
13% ( <i>n</i> = 161)
21% ( <i>n</i> = 161)
< 1% ( <i>n</i> = 161)
< 1% ( <i>n</i> = 161)
37% ( <i>n</i> = 148)

veys, which represent a cross-section of responding figures. Observe that the population.

ne in many ages, variety of terms (regarding source, education) can be used to survey question additional terms to

who live within (0.8), but a full 38 percent live in attendance zones.”

**Table 3.8:** Where Do Students Live Who Are Eligible to Apply to Your School? ( $n = 56$ )

Within a neighborhood or subdivision of a single city or school district	4 (7%)
Within the boundaries of a single city or school district	31 (55%)
Within multiple school districts in the same county or region	11 (20%)
Within the boundaries of the state	10 (18%)

not. Though the school's criteria are almost always public knowledge, the ins and outs of the selection process may not be obvious to would-be applicants and their parents, or to taxpayers and voters in the community. (How that process works was certainly unclear to *us* as we tried to parse the information about admissions requirements, procedures, and materials on various school and district websites—when we could even locate such information!)

How these schools handle admissions is also germane because many of them receive local, state, and national accolades based on various indicators of student performance (e.g., SAT/ACT scores, performance on state tests, number of AP exams taken and passed, graduation rates). One might predict that the selection methods and criteria that the schools use would yield students who are more likely to do well academically, which in turn raises questions about the *schools'* role in producing the results that come to define its reputation. (We examine these questions further in parts II and III of this book.)

The schools reported many different approaches, emphases, and criteria for admissions (table 3.9). A student's prior academic performance is the most widely used criterion, with nearly 80 percent of respondents saying that their process strongly emphasizes pupil academic records (e.g., grades). Applicants' scores on various tests also figure prominently. State- or district-administered tests appear to be the most widely considered, with nearly 60 percent of schools saying that they strongly or moderately emphasize scores on these assessments. About 40 percent of schools reported using tests developed specifically for their own use.

**Table 3.9:** Emphases in

Students' prior academic record (e.g., grades)
Scores from state/district tests administered in prior grades
Scores from an entrance exam customized for your school or district
Application essay responses
Other standardized achievement test scores (e.g., California Achievement Test, Iowa Test of Basic Skills)
Teacher recommendation(s)
SAT/ACT scores
Interview
Other recommendation(s)
IQ test scores
Portfolio or other work submission
Sibling(s) attend school

**Table 3.9:** Emphases in Admissions Criteria [*n* = 56]

	<i>Strongly emphasized in the admissions process</i>	<i>Moderately emphasized</i>	<i>Slightly emphasized</i>	<i>Not a criterion</i>
Students' prior academic record (e.g., grades)	79%	16%	0%	5%
Scores from state/district tests administered in prior grades	43%	17%	6%	35%
Scores from an entrance exam customized for your school or district	40%	0%	9%	51%
Application essay responses	38%	17%	13%	32%
Other standardized achievement test scores (e.g., California Achievement Test, Iowa Test of Basic Skills)	32%	13%	11%	44%
Teacher recommendation(s)	30%	22%	15%	33%
SAT/ACT scores	24%	4%	8%	65%
Interview	17%	19%	10%	54%
Other recommendation(s)	13%	15%	13%	60%
IQ test scores	6%	4%	2%	88%
Portfolio or other work submission	4%	12%	6%	78%
Sibling(s) attend school	4%	16%	12%	67%

Eligible

[7%]

[55%]

[20%]

[18%]

public knowledge, previous to would-be users in the community as we tried to address procedures, and then we could even

and because many are based on various indicators, performance and graduation rates). We used criteria that the students do well academically and play a role in producing and maintaining these ques-

emphases, and criminal performance. Most of respondents' academic records are prominently featured. Most widely cited are they strongly or about 40 percent of their own use.

## Chapter 3

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Eighteen schools reported taking SAT or ACT scores into consideration, a dozen of them in a major way. Open-ended responses indicate that some of those schools give students the option of submitting such scores but do not require them. Only six schools reported using IQ test scores in their selection process.<sup>6</sup>

The most widely used and emphasized *qualitative* criteria reported by schools are student essays (55 percent reporting strong or moderate emphasis) and teacher recommendations (52 percent reporting strong or moderate emphasis).

When asked (in open-ended questions) to identify additional criteria that are strongly emphasized in the admissions process, nine schools cited students' behavior and attendance records. Several respondents described these criteria as evidence of a student's maturity or ability to assume greater responsibility in a more challenging or flexible academic setting. Residential schools mentioned seeking evidence that the student has the emotional capacity to live away from home. One such process sounded highly individualized: "We ask students to shadow. They come in on a Sunday evening, stay with one of our Community Leaders and attend classes on Monday. The Community Leader then evaluates the prospective student."

Among other criteria that one or more schools strongly emphasize are a student's class rank, the *level* of previous courses taken, socioeconomic status, whether the student would be the first in his or her family to attend college, and the reputation of his/her previous school. Much as in admissions to selective colleges, some schools said they also ask candidates to submit evidence of involvement in extracurricular activities, leadership capabilities, and volunteer work. One administrator explained, "[We ask applicants to] submit a resume of honors won and community service done. Students [also] submit a project reflecting their creativity." Several schools also reported wanting to see a "passion for learning" or a strong interest in the school's focus area (e.g., STEM subjects).

Forty-one schools reported how many applications their schools received for the 2010–11 school year ( $n = 52,482$  for the group). Many administrators who did not provide this information noted that appli-

**Table 3.10:**  
( $n = 28$ )

Total num
White app
Black app
Hispanic a
Asian app
Bi-/multir
Applicant:
Applicant:

cant data are not available in the school district. Not surprisingly, some of the 7,000—are located:

Thirty-four schools identified these schools as a group. One of these schools is 100 percent female—a district identified schools (5

Table 3.10 indicates data for 2010–11 for the district. A comparison between district and district cally selective public schools is shown in graphics in the same section. An easy assumption that the district has a high concentration of a diverse population (tables 3.2 and 3.5), and their applicant

The percentage of applicants offered admission is about two-thirds of the total number of applicants. Notably, about 20 percent or less of

**Table 3.10:** Ethnicity of Applicant Pool for 2010–11  
( $n = 28$ )

Total number of applicants	23,363
White applicants	33%
Black applicants	32%
Hispanic applicants	15%
Asian applicants	18%
Bi-/multiracial applicants	1%
Applicants of another race/ethnicity	< 1%
Applicants whose race/ethnicity is unknown	< 1%

cant data are not accessible to them because admissions are handled in the school district's "central office" or some other separate location. Not surprisingly, schools that reported the most applications—up to 7,000—are located in urban districts.

Thirty-four schools reported the gender of their applicants. For these schools as a group, 44 percent of applicants were male and 56 percent female—a distribution that parallels the actual enrollment of all identified schools (see table 3.1).

Table 3.10 indicates the racial composition of the applicant pool for 2010–11 for the twenty-eight schools that reported those figures. A comparison between the enrollment demographics of all academically selective public schools in 2009–10 (table 3.1) and applicant demographics in the same year for these twenty-eight schools challenges the easy assumption that, as a group, these schools do not attract the applications of a diverse population of students. As we saw above, however (tables 3.2 and 3.5), the ethnic profiles of individual districts and schools and their applicant pools may be notably less diverse.

The percentage of students to whom responding schools ( $n = 46$ ) offered admission speaks directly to their selectivity (figure 3.1). Nearly two-thirds of the schools reported accepting fewer than half of their applicants. Notably, all of the schools that report an acceptance rate of 20 percent or less are in urban areas or draw applicants from across an

ACT scores into considered responses indicate option of submitting such tools reported using IQ test

alitative criteria reported rting strong or moderate percent reporting strong

identify additional crite- ons process, nine schools ds. Several respondents ent's maturity or ability llenging or flexible aca- eeking evidence that the y from home. One such isk students to shadow. one of our Community ommunity Leader then

ols strongly emphasize s courses taken, socio- e the first in his or her is/her previous school. e schools said they also- ent in extracurricular work. One administra- resume of honors won mit a project reflecting nting to see a "passion ocus area (e.g., STEM

ications their schools for the group). Many tion noted that appli-

## Chapter 3

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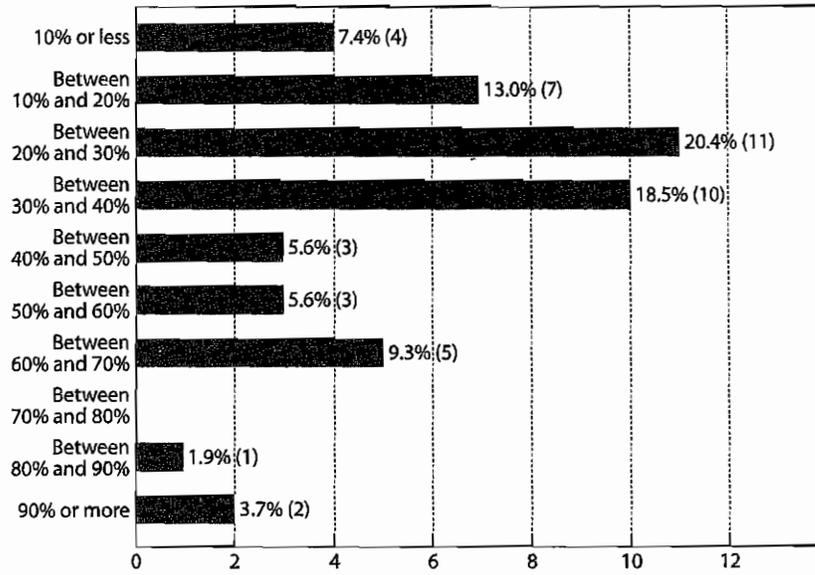


Figure 3.1: Acceptance Rates of Academically Selective Public High Schools ( $n = 46$ ). (Survey question: To what percentage of applicants for the 2010–11 school year did your school offer admission?)

entire state. One of the two schools reporting a 90+ percent acceptance rate is among the “youngest” schools on the list. (The other offers admission to any student who wants to attend it who has passed a standardized test administered to all students in the district.)

### Recruitment, Outreach, and Diversity

We asked respondents to note changes in their applicant pools over the past five years. Forty-one schools answered that question. Eleven reported receiving more applications over that period, with some linking that increase to factors such as media attention, awards, school performance, population growth, and the closing of underperforming schools in the area. One urban principal noted that 2010 was the first year that a majority of accepted students came from charter, private, and parochial schools—a pattern that perhaps speaks both to dissatisfaction with other available options and to the weaker economy.

Responding schools reported a decline in the number of applicants over the past five years. Three schools reported an increase in the number of applicants over the past five years. Three schools reported a decline in the number of applicants over the past five years. Three schools reported an increase in the number of applicants over the past five years.

One administrator reported that in the past two years, the number of applicants has increased. This is due to the “reputation” of the school, which is becoming more selective. The administrator reported that the school is using its reputation to foster racial, ethnic, and socioeconomic diversity. Several interest groups are interested in the school’s success.

Some were ambivalent about the school’s success. Some were ambivalent about the school’s success. Some were ambivalent about the school’s success. Some were ambivalent about the school’s success. Some were ambivalent about the school’s success.

Sixteen schools reported that they were making admissions in a more diverse manner. Sixteen schools reported that they were making admissions in a more diverse manner. Sixteen schools reported that they were making admissions in a more diverse manner.

Thirteen schools reported that they were making admissions in a more diverse manner. Thirteen schools reported that they were making admissions in a more diverse manner. Thirteen schools reported that they were making admissions in a more diverse manner.

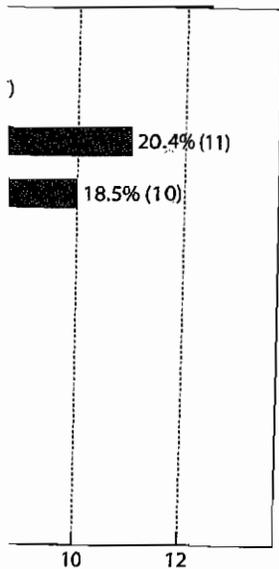
Responding schools also noted a number of changes in the demographics of their applicant pools. Most frequently cited were increases in the number of applicants who are female, Asian or Hispanic. Several schools reported a decrease in the number of white applicants in recent years. Three schools mentioned that they had begun accepting applications from foreign and/or out-of-state students who promised to move into the attendance zone should they be accepted.

One administrator reported that “the school’s applicant pool over the past two years more closely approximates local demographics,” alluding to the “representation” and “diversity” challenges that academically selective schools often face. Mindful of that challenge, we asked respondents to briefly describe any strategies that their schools or districts use to foster racial, ethnic, socioeconomic, gender, or geographic diversity. Several interesting themes emerged from the fifty-two responses.

Some were ambiguous or vague, whether intentionally so we cannot judge. For example, one respondent said, “Currently variables of diversity do not play an overt role in admissions decisions,” and another that “[Applicants] are looked at through a diversity lens.” Other responses suggested that there is attention paid to maintaining diversity in the admissions process but do not divulge specific strategies (e.g., “We try to match the ratio of the state’s diversity to our school’s diversity,” and “We are all racially inclusive to foster diversity and grant admission in an effort to have a diverse school”).

Sixteen schools reported that they use no strategies to foster diversity, with several citing exclusive reliance on quantitative evidence in making admissions decisions. “The numbers are the only thing used in admissions,” said one administrator. Other respondents noted that their applicant pool is sufficiently diverse without extra effort. For example, “Diversity is not mandated for our school, but is always maintained without quotas or other mechanisms,” and “Our admissions policy is background blind. We have always been successful in attracting a diverse student population across all descriptors.”

Thirteen schools elaborated on their strategies for ensuring *geographic* diversity across the district or state (which probably also boosts their ethnic and socioeconomic diversity). Approaches include drawing



Public High Schools  
Applicants for the 2010-11

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Chapter 3

from a range of schools across the attendance area; limiting the number of students from any given neighborhood, town, zip code, high school zone, or congressional district; and limiting the number of students from any one feeder school. For example, one respondent explained: "Students are grouped by high school zone (= neighborhood) and ranked by the formula within their zones. Ranking is done in rounds, taking approximately the same number of students from each zone in each round, until all qualified students are ranked." Another reported: "We select by score earned on the portfolio submitted and by geographic area with a certain percentage coming from all four quadrants of the city."

Some respondents also mentioned recruiting students from public, private, parochial, charter, and independent schools. Since nearly all the schools on our list are already oversubscribed, such outreach suggests a purposeful effort to diversify and/or strengthen their applicant pools.

A smaller number of schools described fostering diversity by accounting for differences in applicants' academic preparation. One respondent explained: "Once the applicant pool is built, we examine [the applicant's grades, test scores, etc.] to identify students within their specific context. We understand that not all schools and districts in the state provide the same kind of learning environment and experiences. We also understand that access to additional programming is dissimilar across the State." Some schools described "summer bridge" programs or other support services that prepare prospective applicants or provisionally admitted students who may not have had access to challenging or high-quality educational opportunities.

Many schools pointed to recruitment efforts as ways to boost diversity in their applicant pools. Among the approaches noted were sending school representatives (e.g., counselors, students, parents) to feeder schools with underrepresented populations, high-poverty schools, or underperforming schools; hosting open houses and social events on campus and in homes of current students at times convenient for parents; offering weekly tours; and staging neighborhood recruitment events. Involving leaders, teachers, students, and parents from a range of racial and cultural backgrounds in these recruitment efforts was also viewed as a

Having school visit elementary/middle school can

Using students, parents or alumni to communicate with prospective applicants

Placing brochures, flyers, pamphlets in schools, community centers, libraries, other public or private facilities

Using email

Sending out recruitment materials directly to prospective students' homes or schools

Developing and recruitment materials in languages other than English

Developing recruitment techniques in partnership with local organizations

Hosting school days for prospective students and parents

Other (please specify)

Figure 3.2: Recruitment techniques following recruitment

way to invite a more diverse group, relying heavily on "word of mouth" ("That's one of our

Figure 3.2 depicts recruitment techniques. Sending materials were the most frequently used, as implied in the text. It is distributed through neighborhood schools, although not in English.<sup>7</sup>

Because larger schools have a more established recruitment process, some

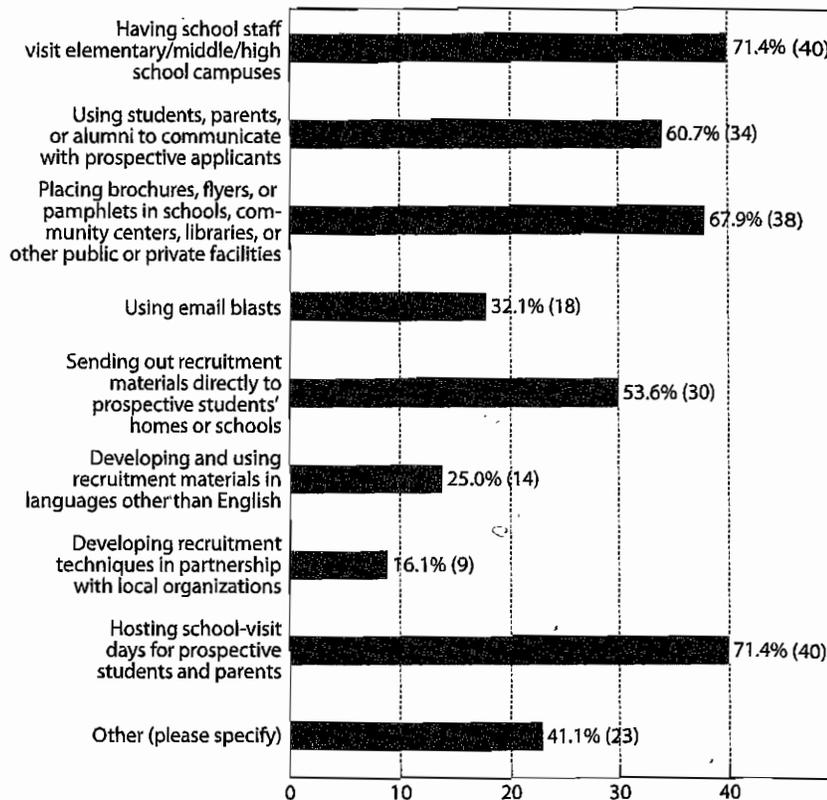


Figure 3.2: Recruitment Techniques ( $n = 56$ ). (Survey question: Which of the following recruitment techniques does your school use? Check all that apply.)

way to invite a more diverse applicant pool. Several respondents reported relying heavily on “word of mouth” in and around the school community (“That’s one of our strongest suits,” commented one principal).

Figure 3.2 depicts responses to a separate question about recruitment techniques. School-to-school visits and open-house-style events were the most frequently cited strategies. A “word of mouth” approach is implied in the second option. Printed recruitment materials, distributed through multiple means, are widely used among responding schools, although few print these materials in languages other than English.<sup>7</sup>

Because larger cities tend to centralize the admissions and placement process, some schools in places like Chicago, New York, and

; limiting the number zip code, high school number of students respondent explained: neighborhood) and ng is done in rounds, ts from each zone in .” Another reported: omitted and by geo- m all four quadrants

tudents from public, ls. Since nearly all the 1 outreach suggests a eir applicant pools. ring diversity by ac- reparation. One re- sult, we examine [the tudents within their s and districts in the ent and experiences. umming is dissimilar er bridge” programs applicants or provi- ccess to challenging

ways to boost diver- es noted were send- ts, parents) to feeder gh-poverty schools, and social events on venient for parents; ruitment events. In- a range of racial and was also viewed as a

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Philadelphia depend on district-level recruitment strategies and tools, such as online and print-based high school directories and citywide fairs that showcase all selective and/or choice-based schools in the district. Schools that draw from a statewide population mentioned holding recruitment meetings in various locations around the state. Two schools said they place notices in local newspapers.

Although a few schools cited Internet-based strategies such as e-newsletters and websites, no school suggested that it uses social media or networking tools to create awareness of and interest in applying to it. Some reported using e-mail as a recruitment tool ( $n = 18$ ). Direct mailing, however, plays a significant role in recruitment for more schools ( $n = 30$ ). One administrator explained that the school purchases lists from college-recruitment databases so as to send materials to prospective students. Another described how the school provides information to new families moving into the area via realtors and the city's visitor-information office.

**Teachers**

One assumption about academically selective public schools is that surely they are better resourced—which includes having more and “better” teachers.<sup>8</sup> As for *more* teachers, we found that the pupil-teacher ratio in the high schools on our list is actually a bit higher (17.3:1) than in all public high schools (15.1:1).<sup>9</sup>

But are their teachers different? As shown in table 3.11, the percentage with doctoral degrees is notably higher in these schools than in high schools generally (11 percent vs. 1.5 percent), as is the percentage with masters degrees (66 percent vs. 46 percent). We suspect that these percentages might be higher still if we had data from more schools.<sup>10</sup> Note, too, that students at a number of our schools take some courses from college professors, whose credentials probably don't turn up within our survey data.

As shown in table 3.12, nontrivial numbers of teachers in our schools also have experience in industry, extensive backgrounds in science or technology, and/or have taught at colleges or universities, though we

**Table 3.1**  
Certificat

Teacher earned degree
Teacher earned (but not
Teacher attend a teacher program

<sup>a</sup> U.S. D. Statistics, Teacher Q  
<sup>b</sup> Percer teaching tl

have no data by v  
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**Teacher Demog**

Much as in U.S.  
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**Table 3.11:** Teachers with Advanced Degrees or Alternative Certification [ $n = 51$ ]

	<i>Teachers in academically selective schools</i>	<i>All public high school teachers<sup>a</sup></i>
Teachers with an earned doctorate degree	11%	2%
Teachers with an earned masters degree (but not a doctorate)	66%	46%
Teachers who did not attend a traditional teacher-preparation program	16%	18% <sup>b</sup>

<sup>a</sup> U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Questionnaire," 2007–8.

<sup>b</sup> Percentage of grades 9–12 public-school teachers who entered teaching through alternative certification.

have no data by which to gauge how this may compare with the overall U.S. high school teaching force. (Note, too, that several of our questions emphasized "*extensive* background.")

Despite these varied backgrounds, however, the percentage of teachers in our schools who did not attend a traditional teacher-preparation program is slightly lower than the percentage of all public high school teachers who entered via alternative certification (table 3.11).

### Teacher Demographics and Selection

Much as in U.S. high schools generally, a thin majority of teachers in schools responding to our survey are female (56 percent). Over three-fourths (78 percent) are white, slightly lower than the 83.5 percent found in public high schools generally. The comparisons in table 3.13 suggests that academically selective public schools also have a slightly higher proportion of black (and slightly lower of Hispanic) teachers than are found

ment strategies and tools, factories and citywide fairs held schools in the district. In mentioned holding records the state. Two schools

used strategies such as e-mail that it uses social media interest in applying to it. tool ( $n = 18$ ). Direct mail-ment for more schools the school purchases lists send materials to prospec-ool provides information ors and the city's visitor-

re public schools is that les having more and "bet- d that the pupil-teacher a bit higher (17.3:1) than

table 3.11, the percentage hools than in high schools rcentage with masters de- t these percentages might ols.<sup>10</sup> Note, too, that stu- rses from college profes- within our survey data. of teachers in our schools ckgrounds in science or universities, though we

Chapter 3

**Table 3.12:** Teacher Backgrounds in Academically Selective Public High Schools (*n* = 51)

Teachers that have a teaching certificate that is valid in your state	91%
Teachers who currently teach or have taught in college/university settings	11%
Teachers who currently teach or have taught in private schools	5%
Teachers with extensive backgrounds in business or industry	9%
Teachers with extensive backgrounds in science or technology fields	10%
Teachers with extensive backgrounds in nonprofit organizations	2%
Teachers with extensive backgrounds in the military	3%
Teachers with extensive backgrounds in other public-sector careers	2%
Teach for America corps member/alumnus/a	1%

in all public schools, not unlike their pupil demographics (see table 3.1). Similarly, teachers of Asian heritage constitute a larger percentage than they do in high schools generally.

One might reasonably expect schools that select their students on academic grounds also to apply different or more rigorous criteria when

**Table 3.13:** Teacher Demographics in Academically Selective vs. All High Schools

	Academically selective schools ( <i>n</i> = 54)	All public high schools <sup>a</sup>
Male teachers	44%	42%
Female teachers	56%	58%
White teachers	78%	84%
Black teachers	10%	7%
Hispanic teachers	5%	7%
Asian/Pacific Islander teachers	6%	2%
Bi-/multiracial	< 1%	< 1%
Other	< 1%	< 1%
Unknown	< 1%	N/A

<sup>a</sup> Percentage of public-school teachers of grades 9 through 12, by field of main teaching assignment and selected demographic and educational characteristics: 2007–8. (Source: NCEs *Digest of Education Statistics 2010*.)

These decisions are made largely by the principal, school head, and/or others within the school

These decisions are made largely by the school system's central office

These decisions are made jointly by a school team and the central office

0

Figure 3.3: Responsibility High Schools (*n* = 56). (S comes closest to describ school are made?)

selecting their teacher respondents about the

Nearly two-thirds teacher-hiring decision seems to defy the wide have little say about wh the schools on our list that some of them of affiliated institutions, systems that are not ti with the additional m decision-making resp schools responding to tonomy in the teacher

A few respondents external factors. One contract:

We are held to the budgets, when perm if we have an openi have been “excesse

Exploring a New Constellation

Public High

our state	91%
niversity	11%
hools	5%
stry	9%
ology fields	10%
zations	2%
	3%
tor careers	2%
	1%

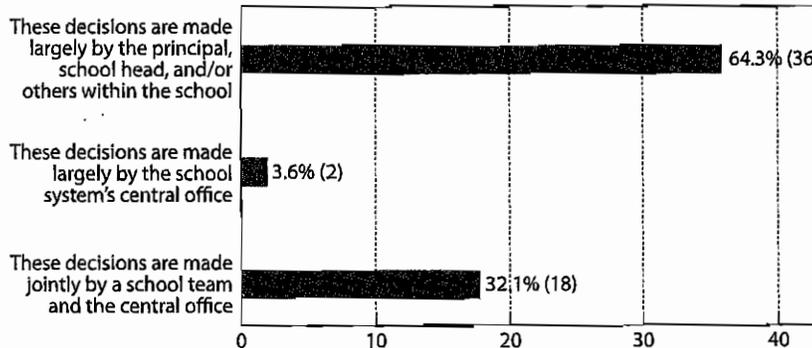


Figure 3.3: Responsibility for Teacher-Hiring Decisions at Selective Public High Schools ( $n = 56$ ). (Survey question: Which of the following statements comes closest to describing how hiring decisions about teachers at your school are made?)

which (see table 3.1).  
 er percentage than

t their students on  
 ous criteria when

s. All High Schools

9	All public high schools <sup>a</sup>
	42%
	58%
	84%
	7%
	7%
	2%
	< 1%
	< 1%
	N/A

selecting their teachers. We explored this hypothesis by asking survey respondents about their hiring processes.

Nearly two-thirds of the fifty-six responding schools indicated that teacher-hiring decisions are made at the school level (figure 3.3). This seems to defy the widespread perception that public-school principals have little say about who teaches in their schools, and it may well be that the schools on our list are exceptional in that regard. Note, though, that some of them operate as independent state agencies, university-affiliated institutions, philanthropic or charter endeavors, or within systems that are not tightly controlled by the central office. Still, taken with the additional number of respondents indicating that they *share* decision-making responsibilities with the central administration, the schools responding to the survey do appear to exercise considerable autonomy in the teacher-hiring process.

A few respondents noted that their hiring process is guided by other external factors. One explained the influence of the teacher-union contract:

We are held to the [district] policies regarding hiring. In years of lean budgets, when permanent teachers are losing positions in other schools, if we have an opening, we are limited to choosing from teachers who have been “excessed” from other schools. These teachers, according to

by field of main teacher characteristics: 2007–8.

Chapter 3

the collectively-bargained agreement, have the right to choose the positions based on seniority.

Another respondent from a school that grants students both an associate's degree and a high school diploma described a somewhat different version of autonomy in the hiring process:

Because [our school] grants a college degree, our [agreement] with the [district] gives [our school] the authority to appoint the principal and hire the faculty qualified to teach the college classes as well as the high school classes. If [teacher union] members are qualified, we consider them for positions. All faculty hired and paid through DOE funding become members of the [teacher union].

The criteria that schools stress in selecting teachers obviously signal what they value in their instructional staffs. Table 3.14 outlines the extent to which responding schools say they emphasize various criteria. Subject-matter knowledge, pedagogical knowledge/expertise, and the ability to relate to, understand, and/or engage adolescent learners are most strongly emphasized. Education level, type of teaching experience, and recommendations from previous employers are also taken seriously. In general, these results reflect what one might expect conscientious high school leaders—selective and otherwise—to seek when choosing their teachers, provided that they have the authority to make such decisions.

Respondents also cited other factors that matter to them. Some of these would likely count as evidence of a candidate's potential at any school (e.g., classroom management strategies, teaching philosophy and instructional skills, reflective nature, technology prowess, collegiality). Others may be peculiar to schools that take unusual pains in the selection process (e.g., demonstration lessons, teacher/student committee interviews).

Factors that are perhaps more specific to (or could be expected from) academically selective schools include experience or credentials as a practitioner in a relevant field (e.g., business, medicine, Ph.D. in

Table 3.14: Teacher-S

Subject-matter knowledge
Ability to relate to, understand, and/or engage adolescent learners
Pedagogical knowledge/expertise
Type of teaching experience
Education level
Recommendations from previous administrators or supervisors
Reputation of previous places of employment
Portfolio (e.g., sample unit/lesson plans)
Years of teaching experience
Recommendation from previous teaching colleague

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**Table 3.14:** Teacher-Selection Criteria ( $n = 55$ )

	<i>Strongly emphasized</i>	<i>Moderately emphasized</i>	<i>Slightly emphasized</i>	<i>Not a criterion</i>
Subject-matter knowledge	93%	6%	0%	2%
Ability to relate to, understand, and/or engage adolescent learners	84%	11%	2%	4%
Pedagogical knowledge/expertise	68%	26%	4%	4%
Type of teaching experience	46%	40%	9%	6%
Education level	44%	47%	6%	4%
Recommendations from previous administrators or supervisors	33%	51%	15%	2%
Reputation of previous places of employment	31%	35%	27%	7%
Portfolio (e.g., sample unit/lesson plans)	15%	49%	20%	16%
Years of teaching experience	15%	44%	33%	9%
Recommendations from previous teaching colleagues	7%	47%	38%	7%

biology) and training in Advanced Placement instruction. A number of respondents volunteered that a candidate's ability to work with and relate to gifted students is important. According to one, "A program with high-achieving students needs faculty that can and will challenge students. However, teenagers are a unique entity and education needs to be age-appropriate and engaging." Several schools noted that their hiring processes strongly emphasize formal training in teaching such pupils, as well as considerable expertise in the subject matter (as one

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## Chapter 3

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respondent put it, a teacher's "passion as a scholar"). On the other hand, no one indicated that they seek teachers with a prior track record of boosting student achievement.

Building on the theme of willingness to teach in different ways or otherwise adjust to setting- and student-specific needs, two respondents described less conventional approaches to teacher selection:

We oftentimes are more comfortable hiring someone who has not taught in a regular classroom, as our methods of instruction are atypical of the average high school.

Aside from the criteria listed, we have an extensive curriculum and methods analysis questionnaire that we designed specifically for our setting and which is based on the particular concerns we have had with the recruitment process since our first year of operation. Responses to this questionnaire along with performance in multiple teaching auditions are strongly emphasized. The additional criteria we seek are flexibility, creativity, intuition, strong commitment to team teaching, and novel approaches to problem solving.

Although one item on our survey spoke to a candidate's ability to relate to adolescents, six respondents provided additional comments about this factor. Among these were "a passion for working with young people" and "teachers who care about students and want to develop positive relationships [with them]."

### Exemptions and Waivers

Because many of the schools on our list occupy distinctive niches within their local communities, districts, or states, we were curious whether their teachers are fully subject to the provisions of teacher-union contracts. Most certainly are. We aren't sure how much to make of the exceptions indicated in figure 3.4. Colleagues at the National Council on Teacher Quality state that it is extraordinary to find, for example, that six of thirty-three responding schools are not (or not fully) subject to seniority-based staffing decisions. But these numbers are all small,

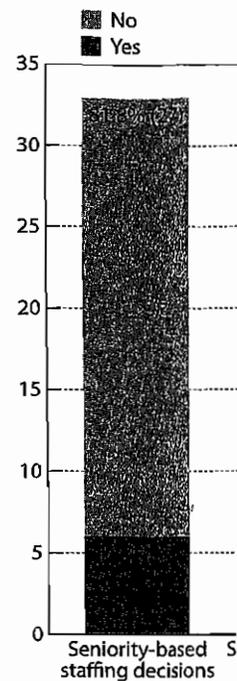


Figure 3.4: Exemptions ( $n = 33$ ). (Survey or waivers [full or part-time contract in any of the

and it's hard to keep track of the school universe.

In open-ended responses, exemptions that apply to time, including room duties, extend the school day to

A handful of respondents reported to hire teachers with a Ph.D. in relevant field

We follow the contract. We have

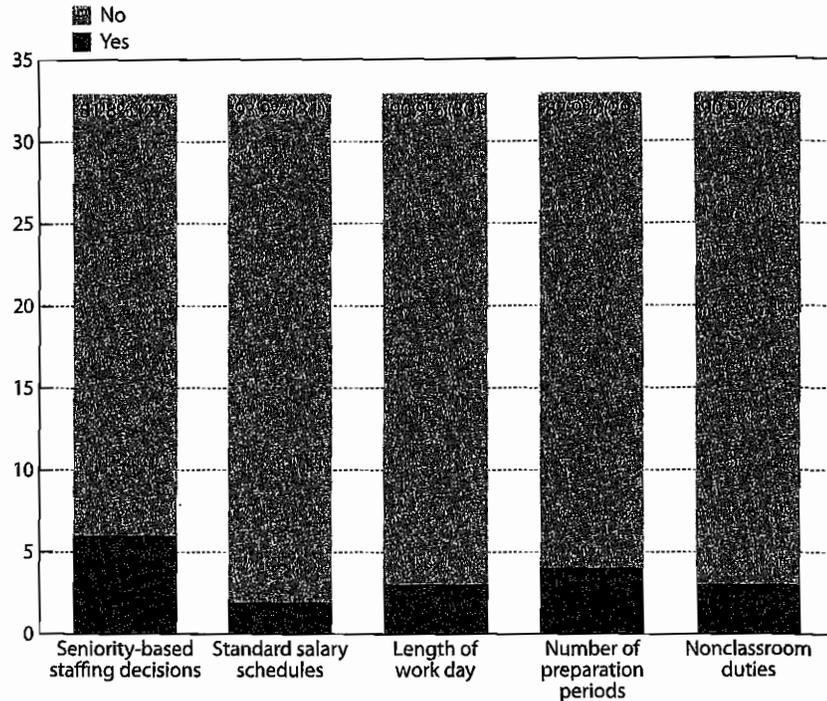


Figure 3.4: Exemptions or Waivers from Collective-Bargaining Contract Provisions ( $n = 33$ ). (Survey item: Indicate whether your school has exemptions or waivers [full or partial] from the provisions of the collective bargaining contract in any of the following areas.)

and it's hard to know what to compare them with in the larger high school universe.

In open-ended responses, several administrators noted other exemptions that apply to their schools. Five described provisions related to time, including more (or less!) preparation time, fewer nonclassroom duties, extended teaching days, and flexibility in reconfiguring the school day to accommodate special activities and scheduling needs.

A handful of responding schools said either that they are not required to hire teachers with state certification or that other credentials (e.g., Ph.D. in relevant field) pre-empt certification, at least for several years.

We follow the [collectively bargained] contract. As a new school, however, we negotiate with teachers at the school level apart from the contract. We have no formal exemptions, but we do not follow the contract

## Chapter 3

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to the letter in many areas through negotiation with teachers at the school level.

In general, however, we were struck by how *few* of these schools reported that they have obtained waivers or exemptions from ordinary regulations and procedures. Survey questions 24 through 27 (appendix II) gave them ample opportunities to do so.

### Curriculum and Instruction

What do these schools actually “do” with their students, and how different is it from what these youngsters might encounter at another high school? We examine these questions more closely in the school profiles in Part II (and reflect further on the matter of “differentness” in chapters 15 and 16), but several survey questions provide a glimpse.

Most responding schools reported offering at least some AP courses or the International Baccalaureate (IB) program—both of which are increasingly viewed as indicators of a school’s academic rigor and quality. Several commented that they “only offer honors and AP courses.” In effect, those schools consist entirely of what would be considered an “advanced track” within a comprehensive high school.

On the other hand, five schools noted that their students do *not* take Advanced Placement courses *per se*, either because they take actual college courses (at host colleges or through dual enrollment arrangements) or because they earn college credit for advanced courses taught in the school building by qualified instructors.

Numerous respondents highlighted *other* kinds of highly specialized and advanced courses, either in addition to or in lieu of AP courses or the IB program. Schools with a STEM focus and/or those with university affiliations, in particular, reported a wide array of upper-level science and math courses that few ordinary high schools—even very large ones—could offer. For example: Human Infectious Diseases, Chemical Pharmacology, Logic and Game Theory, and Vector Calculus.

Another recurring theme is an emphasis on independent research projects by students, ranging from classroom-supported guided-inquiry

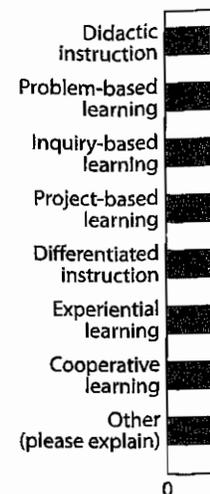


Figure 3.5: Pedagogy Schools ( $n = 56$ ). [approaches or strategies; if none of the terms please select Other]

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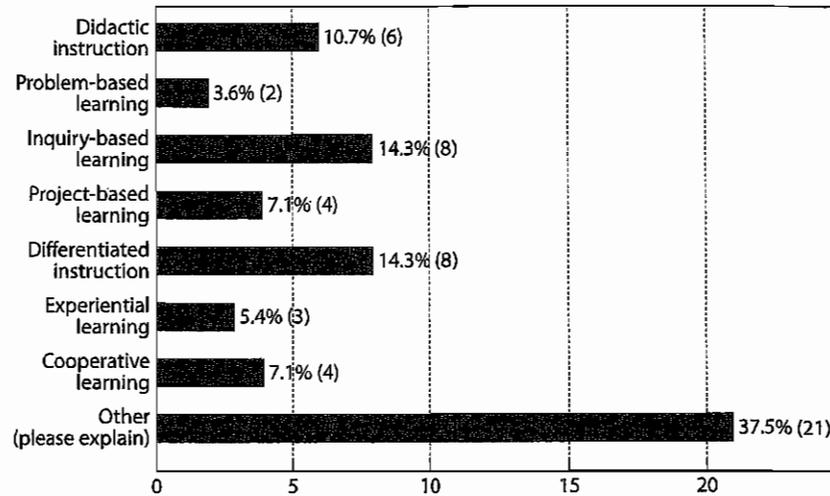


Figure 3.5: Pedagogical Approaches in Academically Selective Public High Schools ( $n = 56$ ). (Survey question: Which term best describes the pedagogical approaches or strategies that guide most of the instruction at your school? If none of the terms are good descriptions—or a combination of terms applies—please select Other and briefly explain.)

models to extended team-based problem-solving challenges to collaborative research with university student and professors. Many of the mentorship and internship opportunities that these schools afford their students rival those typically offered through universities, fellowships, or in the job market.

Notably, many of the innovative and advanced-level opportunities that these schools provide to their students take place *outside* the classroom—in some cases (especially in junior and senior years) outside the school building itself, as students go off for internships, mentorships, and independent projects of many kinds. Two factors may facilitate this relative freedom to offer in-depth courses and individual exploration. First, a number of schools report using daily or weekly schedules that mimic the structure of a college schedule. Second, about 20 percent of respondents indicated that their school is not subject to state curricular guidelines or graduation requirements.<sup>11</sup>

We were interested in pedagogy, too, so we asked administrators to identify a term that best describes the approach or strategy that guides most of the classroom instruction at their school (figure 3.5). Predictably,

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many chose “other” to explain that their teachers use a combination of the approaches we listed, as well as instructional strategies such as Socratic seminars. Several administrators noted that teachers’ approaches vary by department (e.g., math, history) and by whether an instructor is teaching or has taught at the college level.

One respondent suggested that none of the listed approaches quite captures the essence of his/her school’s instruction, explaining that, while its teachers use many of these strategies, their use is “tempered by our commitment to delivering a rigorous classical education for profoundly gifted pupils.”

To be sure, we cannot know exactly *how* respondents construed the terms that we (or they) offered. What one administrator believes “differentiated instruction” entails, for example, might be quite different from how another understands it. Moreover, in many cases, the person completing the survey was not in a position that entailed much direct observation of classroom teaching (e.g., school counselor, admissions director).

Part II

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## Chapter 15

### Similarities and Differences



Judging from our eleven site visits, there’s no such thing as “the” academically selective American public high school. Each of them is distinctive—but they have important likenesses, too.

Certainly their varied histories and current demographics challenge allegations that these are bastions of privilege or tools of social stratification and racial segregation. Only five of them (Pine View, Ben Franklin, IMSA, Townsend Harris, and TJ) were even designed at the outset to serve a selected group of highly talented students. The other six began for different reasons and became academically focused and selective, gradually or quickly, in response to political forces or evolving community needs.

The five policy objectives outlined in chapter 1 (pp. 11–12) intersect with these schools’ diverse origins. The histories of Jones College Prep, LASA, and Central were all tied in some way to racial desegregation. Developing talent in STEM-related fields drove the creation of IMSA, Thomas Jefferson (TJ), and Bergen County Academies. Four schools—Jones, School Without Walls (SWW), Central, and Oxford—initially served populations of students or purposes that weren’t being satisfactorily addressed before becoming academically selective. Although only Oxford and Ben Franklin began as within-district efforts spurred by board and community members, nearly all of the schools were sustained or championed by local advocates.

In this chapter, we flag additional patterns among the schools we visited. While not every generalization applies to each school, their similarities are at least as notable as their differences.

## Teaching and Learning Environment

By and large, all the schools we visited were serious, purposeful places: competitive yet supportive, energized yet calm. Behavior problems (save for cheating and plagiarism) were minimal, and students attended regularly. The kids wanted to be there—and were motivated to succeed. (That's scarcely surprising, considering how many of the schools screen for those qualities among their applicants.) Most classrooms we observed were similarly alive, engaged places in which teachers appeared to have uniformly high expectations for their pupils and planned instruction around the assumption that students can and want to learn.

We also noticed across schools that the use of time—by day and by week—was structured in ways that facilitate in-depth learning and prepare students for a college schedule. These included staggered start times, eight-hour days, class periods of varying lengths, fewer class meeting days within the week, and dedicated time for collaborative and independent research projects.

The schools' curricula and course offerings, however, reflected differing philosophies about what and how academically talented students should learn. All had taken a position regarding the role of Advanced Placement courses, making them (and prerequisite honors courses) the heart of the curriculum (e.g., Pine View, Oxford), or sprinkling in a few APs to augment the curriculum for some students (e.g., Central), or offering them alongside a more general curriculum (e.g., SWW, Jones), or making them major adjuncts to a more advanced or specialized curriculum (LASA, TJ), or even eschewing them altogether (IMSA).

The schools' principals hailed from various backgrounds, not just from within the school or district. As a group, however, they exhibited traits that one would expect of leaders of successful high schools that in some cases are the pride of their communities and in every case are closely watched: all were extraordinarily dedicated and hardworking individuals who were also politically astute. They had wrested (or inherited) a moderate degree of freedom for their buildings and those inside them, despite often operating within systems that had a fair share of bureaucratic oversight. Their teachers didn't have many formal waivers

from union contract things out.”

These leaders capable, consisting grounded in their ample teaching experience belonged to universities that received additional funding regardless, they tend to receive assignments and less late and grade as for

Teachers in all eager and talented parents—was a kind weren't easier because remarked on how high mostly smart but few parent schools to respond (*It must be so easy to have parent support a pretty nice*), they all here. But there are everyone and provide few teachers evince all of their schools

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## Getting In

All the schools we visited in part to local and graduates' accomplishments

from union contracts, yet principals said that they could usually “work things out.”

These leaders oversaw instructional staffs that were similarly capable, consisting mostly of intelligent, dedicated individuals, well grounded in their fields, many with unconventional backgrounds and ample teaching experience. Turnover was reportedly low. Most teachers belonged to unions and were paid on the “contract scale” but many received additional compensation for longer days and extra duties. Regardless, they tended to come early, stay late, and design complex assignments and lesson plans that may have taken as much time to formulate and grade as for their students to complete.

Teachers in all the schools also acknowledged that working with eager and talented kids—often backstopped by engaged and supportive parents—was a kind of professional luxury. Yet they felt that their jobs weren’t easier because they were teaching such students. Indeed, many remarked on how hard they had to work to “keep up” with kids who were mostly smart but far from alike. In fact, when we asked teachers in different schools to respond to two statements about the nature of their jobs (*It must be so easy teaching at that school—all the kids are smart, motivated, and have parent support* and *Teaching 25 of the same kind of kid in every class must be pretty nice*), they all pushed back. One said: “The best and the brightest are here. But there are also many kids who struggle. I’ve got to challenge everyone and provide support at the same time.” Consistent with that view, few teachers evinced a “sink or swim” mentality about academics—and all of their schools provided “life preservers” for flailing students.

Several instructors at schools with more ethnically homogeneous populations also mentioned that having so many students from the same cultural background actually made some aspects of teaching more difficult, such as eliciting diverse perspectives during a classroom discussion.

### Getting In

All the schools we visited attracted scads of qualified applicants, thanks in part to local and national media coverage of their students’ and graduates’ accomplishments and, in some cases, to districtwide choice

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programs that either required all students to apply to high school or simply increased awareness of the range of alternatives within the system. Even the lowest-performing of the schools we visited (Central) had more applicants than it could accommodate. Given the demand, potentially the most controversial aspect of this kind of school isn't *that* it selects its students but *how* it selects them.

Familiar indicators of academic performance or potential, notably grades, test scores, and teacher recommendations, were the primary criteria for admissions. All eleven schools used these, and some employed additional variables (e.g., behavior records) to screen applicants or set minimal requirements for considering them.

They differed, however, as did schools on our wider survey, in the emphases they placed on conventional academic criteria and on additional evidence such as interviews and essays—when these were weighed at all.

Four schools (Oxford, Jones, TJ, SWW) fit within the traditional definition of an "exam school," that is, they developed or adapted their own admission test and required all of their eligible applicants to sit for it.<sup>1</sup> These assessments ranged from professionally designed to teacher created. Whatever their construction, neither parents nor school staff seemed to question their use, even though it wasn't clear whether the schools and districts gathered validity and reliability data on them, or whether and how often they changed.

Each school's admissions process tended either to rely primarily "on the numbers" or to emphasize a more holistic, student-by-student approach. Schools employing the former method stressed trying to make "objective" decisions—via committee or computer—about applicants by using combinations of minimum GPAs and test-score cut-offs, ranking applicants, assigning numerical values to nonacademic criteria, and the like. Oxford, Pine View, and Ben Franklin took this tack. Schools within vast urban systems with centrally controlled application-and-selection procedures (e.g., Jones, Townsend Harris) also crunched numbers while weighing such factors as applicants' addresses and rank-ordered preferences. Schools with a more holistic approach (e.g., IMSA, TJ, SWW) appeared to have the time, resources, philosophy, or political mandate to consider applicants more subjectively

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tively and as individuals—though not until they met threshold eligibil-  
ity requirements. Among the techniques they employed were complex  
(and sometimes secret) scoring rubrics, individual interviews, essays,  
and committee discussions akin to those used by selective colleges.

Given the high rejection rates across schools, we were somewhat  
surprised that few appeared to undertake (nor, so far as we could make  
out, did their districts undertake) regular internal or external evalua-  
tion of their admissions criteria and procedures. Indeed, in many cases,  
the process (and its results) seemed to go unquestioned. Those that did  
evaluate and continue to do so (e.g., IMSA, TJ) had at some point been  
prodded in this direction by outside forces (e.g., pressure to increase  
student diversity, challenges from parents whose children were denied  
admission). Schools without such data were hard pressed to answer  
fundamental questions about whether their system “worked,” that is,  
whether it could actually distinguish applicants likely to benefit from  
the school from those who would not, and whether it might be uninten-  
tionally biased against certain applicant groups.

### Who Goes There

In part because these kinds of schools are oversubscribed, the questions  
of who ends up in them and whether their pupil populations “look” any-  
thing like the communities from which they draw students provoke sig-  
nificant interest, especially for those who level charges of elitism.

Though some of the eleven schools we visited enrolled students pre-  
dominantly of one race, more had students from multiple racial and  
ethnic groups, and several were more diverse than any other high school  
in their area (e.g., LASA, SWW, Jones, Ben Franklin). None, however,  
was a demographic or socioeconomic miniature of the place it served.  
In addition to such obvious explanations as uneven preparation at the  
elementary and middle school level, we discovered that a school's loca-  
tion can affect its diversity (by deterring would-be applicants) because  
of longer days that don't fit district bus schedules, because the school  
draws pupils from a wide area (e.g., a sprawling city, several counties),

or because attending it means living there (IMSA). Few students actually reside close to these schools—and getting there on foot is uncommon. (Every morning and afternoon, more than fifty buses pull up to Bergen County Academies to transport the school's 1,050 pupils around a big chunk of northern New Jersey.) Although leaders and teachers in all the schools were aware (if not concerned) that certain groups were over- or underrepresented in the student body, few questioned the admissions criteria or process. Rather, the responsibility for increasing ethnic, socioeconomic, and geographic diversity was placed squarely on recruitment. As one administrator put it, "We can only consider kids who apply."

Toward that end—and to enhance the quality of their applicant pools—most of the schools engaged in multifaceted outreach efforts in their communities, regions or states, seeking to inform potential students (and parents, teachers, counselors, donors, etc.) about the educational opportunity that they offer. Like most high schools, these institutions have little influence over their feeder schools. This makes outreach efforts both more important and more challenging as they (or their districts) strive to ensure that their applicant pools are demographically diverse, reasonably representative of their communities, *and* academically qualified.

Not surprisingly, the recruitment efforts of schools that drew applicants from multiple districts (e.g., Bergen County, TJ, IMSA) were especially vigorous, even exhaustive. In schools serving just one district, the central office was more likely to assume primary responsibility for recruitment. In the very large districts (e.g., New York, Chicago, Jefferson County), this was usually part of a broader outreach effort that involved educating parents and kids about a host of high school options.

### Success and Sustainability

Townsend Harris excepted, the schools we visited were relatively young, at least in their academically selective form. They had passed the public-image and public-acceptability tests with flying colors, and most had sunk fairly deep roots in their communities, but none seemed entirely

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are relatively young, passed the public schools, and most had seemed entirely

immune from pressures that could eventually alter them, perhaps even threaten their existence.

Ironically, some of those pressures related to gauging their success with the students they selected. As of 2010–11, their effectiveness was evaluated mainly by the same measures that were used to judge the success of nonselective schools. Staff in our schools tended to dismiss these metrics and the prevailing “standards-testing-accountability” regime as irksome distractions with little meaning for their schools or pupils. In most cases, the curricula implicit in statewide assessments and kindred tests were more limited than those of the schools, and the cut-scores for passing them were too low to be meaningful. Leaders and teachers at several schools (e.g., Oxford, Pine View, LASA) were acutely aware, however, that enrolling some of the district’s highest-performing students came at the cost of ongoing tension with other high schools, some of which were not making “adequate yearly progress” and suspected that they would have fared better had they not surrendered those pupils to the selective schools.

While few of our schools were seriously concerned about (or evaluated their own success by) state assessment results, none had developed its own metrics for gauging how much or how well its students learned in its classrooms. More often, the schools (and the proliferating ratings and rankings by media outlets) counted Advanced Placement tests taken and passed, or the number of seniors gaining admission to top colleges, as evidence of their success. Perhaps even more than the typical high school, our schools felt pressure from students, parents, and colleges to maximize AP credits—sometimes in ways that seemed to foster a “just pass the test” mentality and discouraged unconventional courses and instructional methods. Some also felt heavy pressure to ensure that their graduates attend not just any college but the best colleges.

The communities and political contexts in which many of these schools operate created pressure, too. Intermittent controversy over perceived elitism fed some apprehension about their futures as selective institutions. More immediate were budget cuts, which are painful for a school at any time but more so when major reductions are occurring in state and district revenues. Leaders of the schools we visited felt

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doubly vulnerable as attention—and resources—were concentrated on low-performing schools and students. (“Smart kids will do fine, regardless, and in any case are not today’s priority” was the undertone they picked up.) Many had become accustomed to having at least some extra resources, often for transportation or smaller classes. While some schools benefited from certain categorical funds (e.g., magnet dollars, STEM or tech-voc dollars), many didn’t qualify for other state and federal programs such as Title I, bilingual education, and special education. Most engaged in supplementary private fund-raising to sustain resources for transportation, smaller classes, or other school features to which they and their students, parents, and teachers were habituated.

Despite such strains and challenges, the eleven schools we visited seemed to enjoy multiple sources of support that mitigated the budgetary distress and bolstered their resilience for the foreseeable future. Most, for example, benefited—politically and in other ways, such as fund-raising—from exceptionally devoted friends, sometimes in high places, including alums, local politicians, business and university leaders, even journalists. Many had ties with outside organizations, including universities, labs, and businesses, which brought expertise and some resources into the schools, afforded them some political protection, and supplied them with venues for student internships and independent projects.

Some schools were also viewed as magnets for economic development and talent recruitment, or otherwise boasted reputations as assets to their community or state. School board members and district leaders believed that their school’s presence encouraged middle- and upper-middle-class families to stay in town and stick with public education.

Perhaps most importantly, these schools were blessed with overwhelming advocacy from the parents of their students, many of whom felt that their children were receiving a kind of private-school education at public expense. As long as parents strongly believe the schools provide safety (physical, emotional, intellectual), short- and long-term academic and career opportunities, and social benefits for their children, they will likely go a long way toward ensuring these schools’ survival, if not their expansion or replication.

Part III

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Summing

## Chapter 17

### Conclusions



#### The Goldilocks Question

Should America have more or fewer academically selective high schools, or do we have about the right number today? Would it be a good thing if additional communities and states had such schools and more young people attended them? As noted above, the schools on our list comprise fewer than one percent of all U.S. public high schools—and their students about the same.

Does that make them simply an eccentric corner of American secondary education that some places like and others shun, or are they a distinctively valuable element of the country's K-12 policies and practices that should be seriously considered for expansion? Recall that almost all the schools on our list are oversubscribed, with far more qualified candidates than they can accommodate. Recall, too, that half the schools for which we have start dates are creations of the past two decades, so we are not dealing only with aging holdovers from prior policy eras. For dozens of American communities, the establishment of such a school was a recent decision.

What about places that don't have any today or don't have enough to meet popular demand? Should they start some? Expand? Replicate? Should states, philanthropists, and possibly the federal government encourage this?

The answers depend greatly on the value one assigns to "whole schools" for smart kids versus AP courses and specialized programs such as the International Baccalaureate within comprehensive high

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schools. We're persuaded that there's much to be said for the whole-school version, but we're also mindful of some drawbacks.

The benefits and drawbacks change, however, from the viewpoints of different constituents within the education system. Here we consider six such perspectives.

*If you are governor of a state with no selective high schools and are being urged by leaders of the high-tech business sector to launch some, how should you respond?*

First, note that such schools can take several forms, including a statewide residential institution (like IMSA) or network of regional schools and part-time programs (like the Virginia Governor's Schools), as well as schools that serve individual cities, counties, or metro areas. State officials are best positioned to bring the first or second of these into being.

You might, of course, favor an online alternative (akin to the Florida Virtual School, now enrolling some 130,000 full- and part-time students) to bring advanced courses in a variety of subjects within reach of more youngsters around the state, or you could try to persuade existing high schools and districts to join forces to beef up their course offerings. You could also emulate several states (including Virginia and Michigan) and develop regional centers that offer part-day, summer, or after-school options of an advanced sort to students across sizable swaths of territory without removing them entirely from their local high schools. But your business leaders probably favor the "whole school" version of advanced secondary education, whether statewide or regional. Such schools have the advantages of critical mass and total immersion, and readily lend themselves to partnerships with and direct support by those same firms. They may help turn your state into a talent magnet and make it a more appealing place for companies and families that want advanced educational options for their own or their employees' children. This could boost economic development and, properly structured, could also benefit other children and educators on a part-time basis. Your universities may also welcome the arrival of more students with top-notch secondary-school preparation and the personal attributes

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to fare well in college. Many families are apt to respond favorably, too, especially those with bright kids who are otherwise stuck in rural, small-town, and troubled urban schools with few advanced offerings.

On the other hand, dollar costs accompany the creation of new schools, not to mention their continued operation—and this kind of school is apt to need additional investment in labs, equipment, and such. There will be governance issues—who, exactly, is responsible for operating these schools, which probably don't belong to traditional districts? There will surely be pushback from existing high schools, fretful about losing their strongest pupils and, perhaps, the enrollment that enables them to offer their own advanced courses. (If, for example, half the calculus-level math students in an existing high school leave for the new regional option, there might not be enough left to justify a calculus teacher in the old school.) Though the parents of kids who gain admission to the new school(s) will be appreciative, others may be embittered by rejection—and if you open still more selective schools to oblige them, you will incur further costs and objections from your established schools.

*If you are a school board member in a sizable city with, say, five or more high schools but none that is selective, and you are petitioned by parents seeking such a school for their kids, what should you do?*

The parents of gifted-and-talented youngsters—and other parents who have high hopes for their kids or simply crave an edge in the college-admission race—are determined folks who may well have reason to be dissatisfied with the advanced course offerings of existing high schools. They may also be dismayed by other aspects of those schools, such as safety, climate, dubious peer influences, or inadequate college counseling. Such concerns are often justified. High schools are the hardest to reform of our public-education institutions, and their graduation rates and 12th-grade scores have been flat or nearly so for decades. Some deserve the designation “dropout factories.”

Devising school options that satisfy and placate such parents—probably including influential community residents—is not bad politics, and it has other pluses, too. It may make one's city more appealing to sophisticated employers and middle-class families, while strengthening

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their ties to its public-education system. It may foster racial, ethnic, and socioeconomic diversity by drawing students of dissimilar backgrounds out of their neighborhoods into a shared school experience. It's apt to appeal to certain kinds of intellectually keen teachers. It may invite partnerships with local firms, especially the high-tech and scientifically oriented kind, as well as with cultural institutions and area colleges and universities.

But there are downsides, too. If other local high schools suffer from significant curricular and environmental shortcomings, opening a new school won't likely solve those problems. If your district has a stable (or declining) enrollment, opening a new school also means shrinking others. The principals (and some teachers, PTAs, etc.) of existing high schools will be loath to lose able pupils and education-minded parents. The status of other schools may slip on rankings such as those by *U.S. News* and the *Washington Post*. Colleges may focus their admissions on students from the selective high school. The pressure to improve—and offer more advanced courses at—existing schools may ease. There may be backlash from families whose daughters and sons do *not* gain entry to the new school. And there are sure to be costs and complexities associated with facilities, equipment, staffing, pupil transportation, admissions policies, and more. There may also be union issues if, for example, the new school seeks to operate on a longer day, to compensate its faculty in unconventional ways, or to reject teachers who assert a seniority-based right to fill its classroom openings. When all is said and done, you also face the risk that, after going through ample expense and hassle, the graduates of your selective high school may end up taking their knowledge and skills elsewhere after completing college. Your investment may well yield a public good for the country but not necessarily for your own community.

*If you are a current or aspiring principal, and the superintendent gives you a choice between leading a selective or a comprehensive high school, what factors should influence your decision?*

On the positive side, the selective high school is probably among the most visible and respected educational institutions in town, and leading it is apt to be a high-profile, high-status job and very possibly a

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career booster for you. On the other hand, running that school may be mostly a matter of preserving it as is, along with its resources and (limited) privileges, its track record, friends, and community supporters, all at a time when few states or districts are putting great emphasis on students and schools like these. You may end up feeling that “there’s no place to go but down.” A comprehensive high school, by contrast, is more likely to require a tune-up if not a makeover, and the kids attending it are apt to be needier in multiple ways. What kind of challenge puts a glint in your eye?

Selective high schools are under the microscope, too, not so much to see whether they’re improving as to see whether they’re maintaining their reputations. Are they still at the top of the media rankings? Getting lots of graduates into high-status colleges? Still boasting a high pass rate on AP exams? Maintaining their active parent and alumni/ae bodies—and their private benefactors? Their sufficiently diverse student bodies? At the very least, you’ll likely face many (and sometimes competing) demands to prove your school’s worth.

Your school may be the object of envy and political pressure, too: from other schools that want to hold on to those pupils, from parents whose kids fail to get in, from resource-strapped budget directors seeking places to save money or ways to redirect it to broken schools and low-achieving youngsters, and from minority and civil rights groups fretful about diversity. Do you have the political acumen (and backbone) to withstand these forces?

Many selective schools also have strong-willed teachers, often veterans accustomed to doing things their own way and perhaps selecting their own colleagues. They may welcome compliant stewardship and resource management in the front office but may balk at other forms of leadership.

No high school principal’s job is easy, but this one may be really hard.

*If you are a teacher considering a career move and you learn that a selective high school in your area has a classroom opening in your field, should you apply for that position?*

Teaching in an academically selective school is an appealing prospect for obvious reasons. Most of its students are smart, motivated to learn,

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reasonably well behaved, and supported by their parents. If you're coming from a school that has struggled with accountability challenges, chances are excellent that you'll step into a place where "proficiency" is no big deal. You probably won't be teaching courses below the honors level. Your pay may include extra dollars for longer days or additional preparations (although the basic salary scale is the same as you'll find in other district schools).

Teaching any group of adolescents well is challenging, however, and academically able students are no exception. They will not necessarily be "easier" to teach, in that the job will call for much preparation, background knowledge, commitment, and, very often, extra time for longer days, independent projects, after-school conversations, and much individualized feedback and coaching on drafts, models, experiments, prototypes, and such. Despite the kids' obvious similarities—all were selected for admission and presumably met the threshold criteria—you should still expect to encounter students who vary significantly across many dimensions: academic background, interest in your subject, family situation, cultural heritage, and preferred ways of learning.

You'll also need the skills and resolve to address the social and emotional needs of young people who may, for the first time in their lives, face truly challenging courses, a fast-paced academic environment, peers who actually surpass them, or (in the case of residential schools) living away from home. And while most kids will have strong intellects and work ethics, they are also likely to be more concerned with their grades, AP scores, and college prospects than with the Platonic ideal of education for the sake of learning. What's more, their parents may be just as driven. (Watch what happens when you give these youngsters B grades!)

Some teachers thrive amid such challenges while others regard them as not worth the hassle—or as an invitation to stress and burnout. Do you know which kind you are? And do you have the background, preparation, prior experience, and principal and peer recommendations that will qualify you for a position in these schools? Openings are rare and, unless you have seniority rights within your school system (and sometimes even if you do), you may find the teacher-selection process quite competitive, indeed persnickety.

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*If you are the parent of an able middle schooler and your community has an academically selective public high school, should you encourage your daughter or son to seek admission to it?*

The ultimate decision to apply to one of these schools hinges on a comparison of its quality and potential “fit” for your youngster with those of other public options from which you might realistically choose. Let’s say you live in Chicago and have a high-achieving child with a keen interest in math and science. A neighborhood high school now offers a decent array of AP courses in those subjects. A charter school that’s been getting good press for the colleges its seniors are admitted to is not far away. Your daughter’s grades and test scores suggest that she has a good chance of getting into one of the district’s top selective-admission schools, but there’s no guarantee (and it’s on the other side of town). Another possibility—again, she’d have to be admitted—is the state-sponsored residential school (IMSA). Still another option, if you can swing it financially, is to move into the attendance area of a top-notch suburban high school (e.g., New Trier, Stevenson). What should you do? Many practical considerations are obviously involved in this scenario, including the value you place on your child attending a demographically diverse school. All things being equal, here are some questions that might help you decide in favor of, or against, an academically selective school:

Is your child more apt to thrive in a high-powered, hard-charging environment full of other smart, motivated youngsters (some of them likely smarter than she is) or in a setting with all kinds of kids and perhaps greater opportunity to distinguish herself as an outstanding pupil? Is your child unusually able across the curricular board or just in one or two subjects? Is she willing to work really hard in an intense, competitive setting, very likely involving long hours, tons of homework, and perhaps a lengthy commute? (Have you checked out your transportation options to and from the selective high school?) If the school has a particular focus (in the STEM realm, in the humanities, et cetera), does this match your daughter’s own interests and aptitudes? If she has special needs—not an unusual companion to high ability—you owe it

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to her to find out whether the selective high school is set up to address them. You should also consider whether she is apt to miss some of the curricular or extracurricular opportunities that may be lacking at the selective school, such as a strong sports program or career-related offerings (e.g., journalism, photography, medical technology). Finally, you should gauge the odds of getting in and consider whether your child will deal successfully with rejection if she fails to win admission.

*If you are a thirteen-year-old in a town with multiple high school options, including an academically selective school, how should you decide whether to apply?*

First, think whether you have strong grades and test scores that will give you a decent chance of gaining admission to the selective school should you and your parents decide to apply there. Make sure you're taking (or have taken) any courses that the school requires of all applicants. (Sometimes this means algebra or an advanced science class.) Consider the logistics of attending the school, such as where it is and how you will get to and fro. Would you rather go to school closer to home and perhaps with more kids you already know? (Of course, plenty of your friends and classmates may also be considering the selective high school.)

You definitely ought to find out what your teachers and middle school counselors think about the "fit" between you and that school, as well as your other high school options. (Many communities have special programs, emphases, and opportunities of different kinds in a number of high schools. Be aware, too, that the selective high school may have an academic focus—such as science and math, or humanities and arts—that doesn't align with your own interests.) It wouldn't hurt to ask your parents, also. They probably know you better than you think—and going to the selective high school may also place some extra burdens on the family.

If none of those inquiries points you in a different direction, ask yourself whether you enjoy being in fast-moving classes with lots of smart kids—some of them maybe quicker or better prepared than you are—or whether you do better (or are more comfortable) with a

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more deliberate pace and the opportunity to shine. Some selective high schools require students to take all or most classes at the honors or Advanced Placement level. Does that appeal to you, or would you prefer the *option* of taking advanced courses in some subjects but not others? Think about college admissions, too. Though good colleges likely know and appreciate the selective high school and its well-prepared graduates, they might value even more an outstanding pupil from a more ordinary school. (Keep in mind, too, that 50 percent of the kids in the selective high school are in the bottom half of their class!)

Finally, you will want to determine if any of the things that the selective high school de-emphasizes are important to you, whether that's a winning football team or the chance to take more career-oriented classes. Your interests and priorities are apt to change during high school, and you can change schools later if necessary, but you might not want to start off as a round peg in a square hole.

### Back to 30,000 Feet

We return, finally, to the four big-picture questions with which we began.

Is the United States providing *all* of its young people the education that they need in order to make the most of their capacities, both for their own sake and for that of the larger society?

Have we neglected to raise the ceiling while we've struggled to lift the floor? As the country strives to toughen its academic standards, close its wide achievement gaps, repair its bad schools, and "leave no child behind," is it also challenging its high-achieving and highly motivated students—and those who may not yet be high achievers but can learn substantially more than the minimum?<sup>1</sup> Are we as determined to build more great schools as to repair those that have collapsed?

Is America making wise investments in its own future prosperity and security by ensuring that its high-potential children are well prepared to break new ground and assume leadership roles on multiple fronts?

And at a time when the learning opportunities are more plentiful than ever, more families are demanding efficient attention to their children's school, and the system's capacity and i

Our investment in education, but that the supply of good jobs is not close to meeting demand, and we press for more that currently are going to custom-made jobs that afford families a better life. The market is not working. Moreover, if we do not invest in education, the disproportionate burden of poverty and unemployment will fall on the shoulders of the most vulnerable.

This challenge is to ensure that every child has the opportunity to succeed in a competitive high school system. We need to focus on the "talented" young people and give them the attention to custom-made learning—and the support they can give themselves. What are the barriers to literacy, adequate preparation, and success? The answer has been found in many places: on test scores and achievement, on the success of students at the upper end of the distribution, on the youngsters being held back, and on the mandate (as in

And at a time when we're creating new school choices and individual learning opportunities of many kinds, as well as the means for many more families to avail themselves of those options, are we paying sufficient attention to *this* kind of choice: the academically selective high school, and the learning opportunities it offers to youngsters with the capacity and inclination to benefit from them?

Our investigation doesn't yield definitive answers to these tough questions, but we emerged from it with strong impressions. It's clear that the supply of academically selective high schools doesn't come close to meeting the demand in most communities that have them, and we presume that there's plenty of latent demand in many places that currently have none. At a time when American education is striving to customize its offerings to students' interests and needs, and to afford families more choices among schools and education programs, the market is pointing to the skimpy supply of schools of this kind. Moreover, if the best of such schools are hothouses for incubating a disproportionate share of tomorrow's leaders in science, technology, entrepreneurship, and other sectors that bear on society's long-term prosperity and well-being, we'd be better off as a country if we had more of them.

This challenge, however, goes far beyond the singular world of selective high schools. It's evident from multiple studies that our K-12 education system overall is doing a mediocre job of serving its "gifted and talented" youngsters—as well as many others. It is paying far too little attention to creating appealing and viable opportunities for advanced learning—and to helping students climb as high on those ladders as they can. What policy makers have seen as more urgent needs (for basic literacy, adequate teachers, sufficient skills to earn a living, etc.) have generally prevailed. The argument for across-the-board talent development has been trumped by "closing the achievement gap" and focusing on test scores at the low end. Nobody *wants* to retard the growth of high achievers or squash excellence for the sake of equity. Yet gains by those at the upper end have, on various measures, been weaker than those of youngsters below the "proficient" bar.<sup>2</sup> Absent a clear policy priority or mandate (as in special education or No Child Left Behind), many very

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bright students are failing to realize their full potential. So are many youngsters who might not be described as very bright but who are capable of jumping higher academically than today's proficiency bars have been set for them.

American education could and should be doing much more to help every youngster achieve all that he or she is capable of. It should do this not only at the high school level and not just inside selective schools. But a major push to strengthen the cultivation of future leaders is overdue, and any such push should include careful attention to the "whole school" model. We see compelling reasons to include ample development of that model within the country's broader strategies for addressing the dual challenges of advanced learning and learners, reasons that become even more compelling if selective schools can model what all high schools should one day be.

We've known for decades that effective schools (of every kind) benefit when the entire team pulls in the same direction.<sup>3</sup> They are apt to be more successful than multipurpose schools that host a number of separate programs and plural education missions tailored for diverse populations and monitored by rival constituencies.<sup>4</sup> Nearly every one of the schools on our list is organized around a single coherent purpose.

It's also evident—and not just from our study—that "whole schools" can develop a critical mass of instructional tools and equipment, financial resources, reputations, alumni/ae, and outside supporters that is hard to assemble for a smallish program within a comprehensive school, particularly where the latter is itself small. (Thirty percent of U.S. high school pupils have fewer than nine hundred schoolmates.) And the critical-mass effect is visible in the curriculum (and extracurriculum), too. Instead of isolated honors and Advanced Placement classes, single-purpose schools can amass entire sequences at that level. They have enough students to teach multiple languages at the college level, to layer AP physics atop AP chemistry, biology, and calculus, and to offer both writing and literature. They can also develop their own courses and sequences that go beyond conventional AP offerings, do more with individual student projects, concentrate their counseling efforts on college

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placement, and muster teams of eager students (and teachers) for science competitions and suchlike.

There are benefits on the faculty side, too. Judging from what we observed (or were told) in the schools we visited, the teaching team that can be assembled by such a school is apt to consist almost completely of instructors well matched to such students, able to project high expectations to them without hypocrisy, and with no grounds to quarrel over who "gets the honors classes" and who is "stuck" with average or remedial assignments.

Insofar as students benefit from peer effects in classrooms, corridors, and clubs, and insofar as being surrounded by other smart kids challenges them (and wards off allegations of "nerdiness"), schools with overall cultures of high academic attainment are apt to yield more such benefits.

Finally, a distinct, "whole" school that is high achieving can be viewed as a community asset. Having an entire school of this sort to show parents, colleges, employers, firms looking to relocate, real estate agents, and others can bring a kind of élan or appeal to a place that may also help with economic development, the retention of middle-class families, and more.

We're not naïve. Especially at a time when resources are tight, we don't expect hundreds more communities and dozens more states to rush to create many more academically selective high schools, even where the reasons for doing so may be compelling. Some may be loath to invest in education programs the eventual fruits of which get harvested by jurisdictions thousands of miles away. Some may already have a balanced array of options for high-achieving, high-potential kids. Some may be wary of "creaming" the ablest pupils from other high schools. Moreover, if attention focuses exclusively on the high school program without also addressing what happens to such kids in the "feeder" schools, it may amount to redistributing the current population of high achievers rather than cultivating more of them.

These are not trivial considerations. And of course it's essential to pay attention not only to how many such schools there are and how

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many students enroll in them but also to what happens inside, that is, how well they serve their pupils beyond the admissions office. It's possible (alas) to have a school that is plenty selective at the front door but doesn't do a great job of teaching its students more or differently than they would encounter elsewhere. Actually *doing* a great job requires more than a choosy screening process. It also demands internal alignment of mission, philosophy, curriculum, personnel, and resources, as well as student identification, recruitment and selection. And it requires recognition that, even when all the kids are smart, they aren't identical. Batch-processed education doesn't work so well at this level, either. Part of nurturing talent is recognizing and addressing individual differences, strengths, needs, and shortcomings.

Yes, we visited some schools that America would benefit from cloning. We also saw some that perhaps should just stick to their current missions—and maybe even get better at them. (Fortunately, we didn't see any that left us wishing they would close on grounds that they're bad for kids.)

Whether we deploy many more "whole schools" of this kind or opt mainly for specialized courses and programs within ordinary schools, the kinds of rigorous and advanced education that selective-admission schools seek to provide and the youngsters that they serve need to rise higher in our national consciousness and our policy priorities. These kids and tens of thousands more like them are the seedlings of tomorrow's intellectual crops. They will—or could—fill tens of thousands of positions of leadership in science, technology, academe, business, communications, education, government, and public service. They need to be educated to the max and, for the many that aren't wealthy, they need to be educated at public expense in classes, courses, and schools designed to meet their needs and rise to the challenges that they present.

The United States has done a noble and necessary thing in pushing for a minimum standard of academic proficiency for every youngster in the land. But we downplay excellence at great cost, not only to our economic competitiveness but also perhaps to reform of the education system itself. Consider, once again, James Coleman writing twenty years ago:

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Policies that focus on high levels of achievement and rewards for high levels reverberate downward through the system, providing an incentive for students at lower levels to improve. Policies that focus on the lowest levels of achievement imply that incentives for improvement among those at the lowest levels cannot arise endogenously from within the system, but must be introduced from the outside. Meanwhile, those at higher levels of achievement dangle in the wind, without being seriously challenged to improve their performance.<sup>5</sup>

A dynamic education system, in other words, doesn't just set minimum standards but builds in incentives for students at every level. Selective-admission schools aren't the only way to incentivize or educate high-ability youngsters in the K-12 world, but they're a valuable part of a comprehensive strategy that the United States neglects at its peril.

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# **ATTACHMENT D**

**APPENDIX E: Annotated Compendium of Resilience Measures**

**Compendium of Selected Resilience and Related Measures for  
Children and Youth**

*Compiled by Darlene Hall, Ph.D., Reaching IN...Reaching OUT*

The 38 measures described in this overview include those that assess aspects of resilience, life strengths, hardiness and protective/risk factors. Resilience-oriented measures are described on pages 1-9, general strength-based on pages 10-14, hardiness on pages 14-15 and protective/risk factors, pages 16-17. Measures of each type are organized by age group, from pre-school to adolescence/young adults.

A chart listing all measures in alphabetical order and by target age range is found on pages 18-19.

After the description of each measure, two sections with the following information are provided:

- The *conceptual category* or higher order categories of resilience measured by the instrument
  - a) individual attributes
  - b) family relationships/cohesion
  - c) external supports
  
- the *purpose(s)* for which the instrument has been created and evaluated
  - a) screening
  - b) profiling/assessing to plan for intervention
  - c) monitoring/measuring change (e.g., intervention impact)

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**Resilience-based measures:**

***Pre-school to age 5, only***

**1. Devereux Early Childhood Assessment Program (DECA)** (LeBuffe & Naglieri, 1998)

For more information, including research bulletins summarizing findings, see the Devereux Foundation, Early Childhood Initiative, [www.devereux.org](http://www.devereux.org).

**Description:**

The DECA was developed in the US as part of an intervention program (Devereux Early Childhood Initiative) for 2-5 year olds and has a version for parents and teachers. It is based on the identification of 'resilience' and 'protective' factors captured in 37 items organized into 4 subscales:

- Initiative (child's capacity to use independent thought and actions to meet their needs)
- Self-control (child's ability to experience a wide range of feelings and to express those feelings in socially appropriate words and actions)
- Attachment (measures persistent relationships between child and significant adults)
- Behavior concerns

The DECA provides an individual and classroom profile. For each there are specific strategies appropriate for an individual child and for the class as a whole addressing their respective needs. The instrument can also identify children who may be developing behavioral problems. The DECA-C (clinical) is a 62-item questionnaire for use and interpretation by mental health and special education professionals to deal with behavioral concerns. It contains the same strengths-based items as well as 25 additional items dealing with behavioral concerns such as aggression, attention problems, emotional control, withdrawal/depression, etc. Recently a DECA program for infants and toddlers also has been developed. The DECA program promotes teacher-parent collaboration using their joint recognition of the child's strengths to create shared approaches to addressing challenging behaviors and increasing protective factors.

This measure and the associated program are based on a resiliency framework. The psychometrics are acceptable and the DECA program has been the subject of many studies (most unpublished) with promising results. The measure was standardized on more than 2,000 children in the US. The DECA program is widely used in Head Start programs across the US (the measure is also available in Spanish). It has been chosen as the "most suitable" among pre-school measures in a recent review of measures of socio-emotional functioning (Stewart-Brown & Edmunds, 2007). "It can be used for the early identification and profiling of problematic emotional and social functioning, as well as for monitoring progress made as a result of targeted intervention (p. 252)." An added advantage of this measure is its facilitation of "the identification of collective needs of a particular class, school or entire school district (p. 253)" as well as its intervention strategies and training program for teachers. The Devereux Foundation has also supported development of the DECA-Infant/Toddler Form (DECA-I/T) and the DESSA tool for school-age children (see below for measures for "Elementary school age and older").

Conceptual categories: individual, family & external supports

Purpose: screening, profiling for intervention, and monitoring/measuring change

### ***Elementary school age and older***

**2. Devereux Student Strengths Assessment (DESSA and DESSA-mini)** (LeBuffe, Naglieri & Shapiro)

(For more information about the DESSA, see the Devereux Foundation ([www.studentstrengths.org](http://www.studentstrengths.org)).

#### Description:

The Devereux Student Strengths Assessment (DESSA) is a 72-item, standardized, norm-referenced behavior rating scale that assesses the social-emotional competencies that serve as protective factors for children in kindergarten through the eighth grade (ages 5-14). The DESSA can be completed by parents/guardians, teachers, or staff at schools and child-serving agencies, including after-school, social service, and mental health programs. The assessment is entirely strength-based, meaning that the items query positive behaviors (e.g., get along with others) rather than maladaptive ones (e.g., annoy others).

For each of the 72 DESSA items, the rater is asked to indicate on a five-point scale how often the student engaged in each behavior over the past four weeks. The same form is used for all ages and both parent and teacher raters. The measure is also available for administration and scoring online.

The DESSA is organized into conceptually derived scales that provide information about eight key social-emotional competencies. Standard scores can be used to calibrate each child's competence in each of the eight dimensions and guide school/program-wide, class-wide, and individual strategies to promote those competencies. The eight scales are as follows: self-awareness, social awareness, self-management, goal-directed behaviour, relationship skills, personal responsibility, decision making and optimistic thinking.

According to their website, the DESSA was developed to meet or exceed professional standards for a high-quality, well-developed assessment instrument. The standardization sample, internal, inter-rater, and test-retest reliabilities as well as content, construct, and criterion validity evidence are discussed at length in the DESSA manual. The DESSA standardization sample consists of 2,500 children who are representative of the US population with respect to gender, race, Hispanic ethnicity, region of residence, and poverty status. The internal consistency (alpha coefficients) of each scale as well as the Social-Emotional Composite, for both teacher/staff and parent raters, exceeds the recommended standard of .80 for a scale and .90 for a total scale (i.e., the Social-Emotional Composite). The alpha coefficient for the Social-Emotional Composite is .98 for parents and .99 for teachers/staff. Test-retest reliabilities are also high with correlation coefficients ranging from .79 to .90 for parents and from .86 to .94 for teachers/ staff. Inter-rater reliabilities are also reasonable with median scale correlation coefficients of .725 for parents and .735 for teachers/staff.

A variety of validity studies are reported in the DESSA manual. In a criterion validity study comparing DESSA scores of students who had already been identified as having social, emotional, or behavioral disorders to their non-identified peers, each DESSA scale showed significant meanscore differences (all p values < .01), with a median effect size of .80.

The effect size for the Social-Emotional Composite was 1.31. These results show that the DESSA can differentiate between students with and without social, emotional, and behavioral problems. Using only the Social-Emotional Composite score, the group membership of 70% of students with social, emotional, and behavioral difficulties and 76% of their non-identified peers could be correctly predicted. The scales on the DESSA can be considered protective factors within a risk and resilience theoretical framework. High scores on DESSA scales were associated with significantly fewer behavioral problems for students at both high and average levels of risk. Nickerson and Fishman (2009), in an article published in the *School Psychology Quarterly*, reported strong convergent validity of DESSA scores with BASC-2 and BERS-2 scores (see the DESSA website for more psychometric details ([www.studentstrengths.org](http://www.studentstrengths.org))).

In addition, the **DESSA-mini** is comprised of four 8-item parallel forms which are designed to be used on a universal (i.e. school- or program-wide) basis to determine the need for social-emotional interventions. The four 8-item forms are standardized norm-referenced behavior rating scales that screen for social-emotional competencies which serve as protective factors for children in kindergarten through the eighth grade. The DESSA-mini can be completed by teachers or staff at schools and child-serving agencies, including after-school, social service, and mental health programs.

The DESSA-mini is entirely strength-based, looking at positive behaviors as opposed to maladaptive ones. For each question, the rater is asked to indicate on a five-point scale how often the student engaged in each behavior over the past four weeks. Each of the four 8-item DESSA-mini scales is comprised of a sampling of the various scales found in the DESSA. The DESSA-mini yields a single score, the Social-Emotional Total (SET) score, which provides an indication of the strength of the child's social-emotional competence based on a comparison to national norms, and can be used to compare ratings between teachers or staff across time to monitor progress toward improving social-emotional competence.

Conceptual categories: individual, family & external supports

Purpose: screening, profiling for intervention, and monitoring/measuring change

**3. Resiliency Scales for Children & Adolescents (RSCA)** (Prince-Embury, 2005, 2006) available through PsychCorp)

Prince-Embury, S. (2006). *Resiliency Scales for Children and Adolescents: Profiles of personal strengths*. San Antonio, TX: Harcourt Assessments.

Prince-Embury, S. (2008). The Resiliency Scales for Children and Adolescents, Psychological Symptoms, and Clinical Status in Adolescents, *Canadian Journal of School Psychology*, 23, 41-56.

Description:

This measure is for use with children and youth from 9 to 18 years. It measures personal attributes related to resilience. The scales focus on strengths as well as symptoms and vulnerabilities. The reading level is Grade 3. They are composed of three stand-alone global scales and ten subscales.

- Sense of Mastery Scale: optimism, self-efficacy, adaptability (3 subscales, 20 items)
- Sense of Relatedness Scale: trust, support, tolerance (4 subscales, 24 items)
- Emotional Reactivity Scale: sensitivity, recovery, impairment (3 subscales, 20 items)

Screening is done through the personal resiliency profile. Results are quantified using the Resource and Vulnerability indices. Children are identified who have low personal resources and high vulnerabilities before they fall behind and become symptomatic.

Principal component and confirmatory factor analysis support a 3-factor model for both males and females in more than one study. The psychometrics are adequate. Alpha coefficients are high across three age ranges (9 – 11, 12 – 14 and 15 to 18) for both males and females (sample sizes 100 – 113) for all 10 subscales with the exception of the 3-item Adaptability scale for both sexes in the two lower age groups (i.e.,  $\alpha$  ranged from .52 to .64 in these four groups). Internal consistency was highest in the oldest age level with  $\alpha$ 's ranging from .79 to .95. In another study good test-retest reliability was found for two age bands, 9 – 14 ( $n = 49$ ) and 15 – 18 ( $n = 65$ ). For the three full scales this ranged from .79 to .88 and for the 10 subscales from .62 to .85. Although the measure is called a resiliency scale, it focuses heavily on behaviors of concern at the level of the individual, much as a problem checklist. The measure does not cover family or external resources and is used primarily for screening.

Conceptual categories: individual

Purpose: screening

**4. Child & Youth Resilience Measure (CYRM)** (Ungar, M. & Liebenberg, L., 2009) available from the authors at [www.resilienceproject.org](http://www.resilienceproject.org)

Ungar, M. & Liebenberg, L. (2009). Cross-cultural consultation leading to the development of a valid measure of youth resilience: the international resilience project. *Studia Psychologica*, 51 (2-3), 259-269.

Description:

The CYRM is designed as a screening tool to explore the resources (individual, relational, communal and cultural) available to youth aged 12 to 23 years old that may bolster their resilience. The 58-item measure was designed as part of the International Resilience Project of the Resilience Research Centre, in collaboration with 14 communities in 11 countries around the world.

This new measure has acceptable psychometric properties and is the only measure to look at resilience across cultures. It contains items that are both consistent across cultures and unique to specific cultures allowing for introduction of culturally-specific items. Several studies have employed the CYRM and support the use of this measure for screening and group comparisons.

Conceptual categories: individual, family & external supports

Purpose: screening

**5. Assessing Developmental Strengths questionnaires (ADS)** (Donnon & Hammond, 2007)  
Copyright © Resiliency Canada; available through Resiliency Initiatives ([www.resiliencyinitiatives.ca](http://www.resiliencyinitiatives.ca))

Donnon, T., & Hammond, W. (2007). A psychometric assessment of the self-reported youth resiliency: Assessing Developmental Strengths Questionnaire, *Psychological Reports*, 100, 963-978.

Description:

This group has developed three self-report measures to assess developmental strengths: the CR:ADS (for children from ages 9 to 12/13 years), the YR:ADS (for youth, ages 13 to 24 years) and the AR:ADS (for adults, 18 years and older). In addition, a measure has been developed for significant adults to report their perceptions about the child or youth (APC/Y: ADS). All measures focus on the 31 Developmental Strengths areas identified in Resiliency Initiatives' "Resiliency Framework" which covers 12 internal and 19 external strengths across 10 factors (covering individual assets, family assets and social supports). The measure also includes items concerning risk areas and demographics. The significant adult questionnaire has 62 items. The measures are very flexible and can be modularized so they can be modified to meet the evaluation needs of a program or community.

"Results from the resiliency assessment and evaluation protocol provides the basis for the early identification and development of short-term and long-term strategic plans of action specific to youth, adults and families as well as a way to evaluate the effectiveness of interventions provided by any type of community or treatment agency."  
(Resiliency Initiatives website)

The YR:ADS measure has been administered to thousands of youth. Psychometric evaluation to date of the youth measure is promising. One large study with junior high students has reviewed the 10-factor structure of the measure as well as its predictive validity by comparing the number of strength areas reported with risk and pro-social behaviors. Test-retest reliability ranges from .72 to .90. More psychometric evaluation is needed to address test-retest reliability and construct validity of the tool.

Conceptual categories: individual, family & external supports

Purpose: screening, profiling for intervention

**6. Resilience and Youth Development Module (RYDM of the California Healthy Kids Survey)** (Constantine & Benard, 2001; Constantine, Benard, & Diaz, 1999)

Constantine, NA., & Benard, B. (2001). California Healthy Kids Survey Resilience Assessment Module: Technical report. Berkeley, CA: Public Health Institute. For more info see [http://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL\\_2007034.pdf](http://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_2007034.pdf)

Description:

The Healthy Kids Survey (HKS) is a comprehensive student self-report tool for monitoring the school environment and student health risks. The resilience and youth development module (RYDM) is one module of the survey, which assesses environmental and internal assets associated with positive youth development and school success. Environmental assets refer to meaningful and pro-social bonding to community, school, family, and peers. Internal assets are personal resilience traits, such as self-efficacy and problem-solving skills

The Healthy Kids Survey and the resilience and youth development module were designed as an epidemiological surveillance tool to track aggregate levels of health risk and resilience. The module increasingly is being used in evaluation work to assess student-level changes over time.

Conceptual categories: individual, family & external supports

Purpose: screening, profiling for intervention

[A psychometric evaluation summary]:

Hanson, T. L., & Kim, J. O. (2007). *Measuring resilience and youth development: the psychometric properties of the Healthy Kids Survey*. (Issues & Answers Report, REL 2007–No. 034). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West. Retrieved from <http://ies.ed.gov/ncee/edlabs>

This report is available on the regional educational laboratory web site at <http://ies.ed.gov/ncee/edlabs>.

“For the secondary school module, the results are consistent with the instrument’s current use as an epidemiological tool and with its conceptual foundation. It provides comprehensive and balanced coverage of eight environmental resilience assets and four internal resilience assets; its subscales exhibit good internal consistency and are associated with student risk factors in expected ways. And if certain items are dropped, the module also demonstrates measurement equivalence across racial/ethnic groups, males and females, and grades. The secondary school RYDM scales exhibit low test-retest reliability, however, which suggests that the module is not well suited for examining student-level changes over time. The instrument was not designed to examine individual differences across students and should not be used this way. Moreover, two of the six internal assets that the secondary school module was designed to measure—cooperation and goals/aspirations—could not be assessed validly. Several measures would benefit if additional items were included in derived scales to increase domain coverage.”

“The elementary school module was designed to assess seven environmental resilience assets and three internal resilience assets, but it can reliably assess only two environmental assets and one internal asset. Most of the scales measured by the elementary school instrument have poor psychometric properties. The elementary school instrument should thus be modified considerably to make it suitable for research.”

[Another psychometric review on this measure can be found at]:

Furlong, Michael J., Ritchey, Kristin M., O'Brennan, Lindsey M. (2009). Developing Norms for the California Resilience Youth Development Module: Internal Assets and School Resources Subscales. *The California School Psychologist*.

### **Adolescents, only**

~~7. The Adolescent Resilience Questionnaire (ARQ) revised~~ (Gartland et al., 2006)

Gartland, D., Bond, L., Olsson, C., Buzwell, S. & Sawyer, S. (2006). (available from the first author) Centre for Adolescent Health, Royal Children’s Hospital, Melbourne, Australia  
[www.ahda.org/downloads/ISSBD2006Gartland.pdf](http://www.ahda.org/downloads/ISSBD2006Gartland.pdf)

Description:

The ARQ is the result of a research project with teens with chronic illness, focus groups of teens and secondary school students (ages 11-19). It not only looks at strengths within the adolescent, but also the family, peer group, school and community. This tool measures a young person's ability to reach positive outcomes despite life challenges.

The revised self-report measure has 74 items and contains 13 subscales in 5 domains measuring the resources available to an adolescent both internally and externally:

- Self: Negative cognition (optimism reversed), confidence in self and future, meaning/introspection, empathy/tolerance, & social skills
- Family: Connectedness & availability
- Peers: Connectedness & availability
- School: Engagement & supportive environment
- Community: Connectedness

Initial psychometrics were favorable and further work is planned.

Conceptual categories: individual, family & external supports

Purpose: screening

**8: Brief Resiliency Checklist (BRC)** (Vance and Sanchez)

See <http://resiliencyinc.com/assessment/>

And <http://www.dhhs.state.nc.us/MHDDSAS/childandfamily/bestpractice/risk-resiliency-vance.doc>

Description:

The BRC is an assessment instrument that has been designed to document the presence of all risk and protective factors within a given child or family. It was tested on large high-risk cohorts. It lacks research evidence on appropriateness for use with adolescents. Unable to obtain further information.

Conceptual categories: individual, family & some external supports

Purpose: screening, profiling for intervention (?)

**9: Resilience Scale for Adolescents (READ)** (Hjemdal et al., 2006)

Hjemdal, O., Friborg, O., Stiles, T. C., Martinussen, M. & Rosenvinge, J. H. (2006). *Measurement and Evaluation in Counseling and Development*,

Description:

Development of the READ for adolescents began in 2004 as a direct derivation of the Resiliency Scale for Adults (RSA). It contains items from all three higher order categories of resilience. It contains 5 factors: (1) personal competence, 2) social competence, 3) structured style, 4) family cohesion, 5) social resources. The RSA's response set was changed to a Likert-type scale as the semantic differential used in the RSA proved too difficult for teens. A parent/significant adult version of the scale (READ-P) is available.

Psychometric evaluation reveals Cronbach alphas for the 5 factors on the READ ranged from 0.85-0.69. Gender differences were found with girls reporting higher levels of social resources and boys reporting higher scores on personal competence which is consistent with other studies. However, no gender differences were found for the total READ scores. In a recent study READ was used as a possible predictor for depression among teens. Both teens and parent filled out the measure (parents completed READ-P). The READ total score and all READ factors significantly predicted depressive symptoms with personal competence being the best predictor (17% of the variance). READ-P scores did not predict depressive symptoms; young people were a better source of information regarding resilience as well as predicting depressive symptoms. READ also predicted social anxiety symptoms. Further validation work is underway using prospective designs with repeated measures as well as cross-cultural studies. Several projects are underway in French-, Spanish- and Portuguese-speaking countries.

Conceptual categories: individual, family & external supports

Purpose: screening, profiling for intervention

**10. Resiliency Scale (RS)** (Jew, Green & Kroger, 1999)

Jew, C.J., Green, K.E., & Kroger, J. (1999). Development and validation of a measure of resilience. *Measurement and Evaluation in Counseling and Development*, 32, 75-89.

Description:

The Resiliency Scale for children and adolescents is based on the cognitive appraisal theory of Mrazek and Mrazek (1987), which emphasizes 12 essential skills that are important for coping adequately with life stress (rapid responsiveness to danger, precocious maturity, disassociation of affect, information seeking, formation and utilization of relationships for survival, positive projective anticipation, decisive risk-taking, conviction of being loved, idealization of aggressor's competence, cognitive restructuring of painful events, altruism and optimism and hope. The scale comprises 35 items distributed on three factors: (a) Future Orientation (alpha = .91), (b) Active Skill Acquisition (alpha = .79), and (c) Independence/Risk-Taking (alpha = .68). Each scale is rated on a 1 to 5 scale from strongly disagree to strongly agree. Subscales are reported but there is no total score.

The scale was developed using three adolescent populations: 9<sup>th</sup> grade students, rural grade 7-12 students and residents of an adolescent psychiatric treatment facility. This scale shows promising psychometric properties. Cronbach alphas for the three factors is 1) Future Orientation (alpha = .91), 2) Active Skill Acquisition (alpha = .79), and 3) Independence/Risk-Taking (alpha = .68). The subscales correlate with a measure of coping from .4 to .6. Jew and Green found the scale effectively differentiates between institutionalized and non-institutionalized adolescents as well as between self-reported "at-risk" versus "not-at-risk" students. The scale focuses on individual dispositional attitudes and does not include any of the other higher order categories of resilience (family support /cohesion and external support systems) previously identified by resiliency researchers.

Conceptual categories: individual

Purpose: screening

**11. Adolescent Resilience Scale (ARS)** (Oshio, Kaneko, Nagamine & Nakaya, 2003)

Oshio, A., Nakaya, M., Kaneko, H., & Nagamine, S. (2003). *Psychological Reports*, 93, 1217 - 1222

Description:

This scale was developed in Japan and consists of 21 items divided into three factors: (a) Novelty Seeking, (b) Emotional Regulation, and (c) Positive Future Orientation. Chronbach Alphas for the total scale (.85) and three factors were all acceptable (Novelty Seeking .79; Emotional Regulation .77; Positive Future Orientation .81). In a validation study (n=207; males and females, ages 19-23), as well as the ARS, subjects were given a 30-item negative events scale (Yes/No) and a 28-item general health questionnaire (4-point Likert scale). Correlations averaged about .75 among the resilience total and subscales. There were no significant correlations between the resilience items and negative life events, but correlations between -.26 and -.49 with the general health measure. Subjects were then divided into three clusters on the basis of the Negative Event and General Health scores: Cluster 1- Well-adjusted, Cluster 2-Vulnerable and Cluster 3-Resilient. Differences were found between clusters for all Resilience scores with clusters 1 and 3 much the same and better than 2. The conclusion drawn was that "Construct validity is supported"

1. Well Adjusted Means:	NE 10.51	GH 1.87
2. Vulnerable	NE 19.57	GH 2.66
3. Resilient	NE 22.20	GH 1.91

Conceptual categories: individual

Purpose: screening

**12. The Resiliency Attitudes and Skills Profile (RASP) (Hurtes & Allen, 2001)**

Hurtes, K.P., & Allen, L.R. (2001). Measuring resiliency in youth: The Resiliency Attitudes and Skills Profile. *Therapeutic Recreation Journal*, 35 (4), 333-347.

Description:

This 34-item scale was designed to measure resiliency attitudes in seven dimensions (insight, independence, creativity, humour, initiative, relationships and values orientation) in youth ages 12-19 years for recreation and other services providing interventions.

Conceptual categories: individual

Purpose: screening

**Adolescents & Adults**

**13. Resilience Scale (RS) (Wagnild & Young, 1993) available from [www.resiliencescale.com](http://www.resiliencescale.com)**

Wagnild, G.M., & Young, H.M. (1993). Development and psychometric evaluation of the Resilience Scale. *Journal of Nursing Measurement*, 1, 165-178.

Description:

The 25-item RS measures the degree of individual resilience through five components: equanimity, perseverance, self-reliance, meaningfulness, and existential aloneness. All items are scored on a 7-point scale from 1=disagree to 7=agree. A 14-item version (RS-14) is also available. The scale is simple to read and administer. It is derived from interviews with "resilient" individuals and measures personal attributes associated with resilience.

The RS has good psychometric properties and has been used successfully in many studies in several languages involving adults (including caregivers, first-time mothers, residents of public housing, immigrants, students, etc.) and adolescents. The scale has had strong reliability and validity support and has been used by thousands of researchers across the world over for more than 15 years. "Correlations with other instruments include those measuring morale (.54, .43, and .28), life satisfaction (.59 and .30), health (.50, .40 and .26), perceived stress (-.67 and -.32), symptoms of stress (-.24), depression (-.36) and self-esteem (.57) (O'Neal, 1999)."

Conceptual categories: individual

Purpose: screening

**14. The Connor-Davidson Resilience Scale (CD-RISC and CD-RISC2) (Connor, K.M. & Davidson, J.R.T., 2003)**

Connor, K.M. & Davidson, J.R.T. (2003). Development of a new resilience scale: The Connor-Davidson Resilience Scale (CD-RISC). *Depression and Anxiety*, 18, 76-82.

Description:

The CD-RISC is a self-report measure aimed at adults and older adolescents. As described the authors (2003), "Resilience may be viewed as a measure of stress coping ability and, as such, could be an important target of treatment in anxiety, depression and stress reactions. The CD-RISC is comprised of 25 items, each rated on a 5-point scale, with higher scores reflecting greater resilience. The scale has been administered in several studies to groups in the community, primary care outpatients, general psychiatric outpatients, a clinical trial of generalized anxiety disorder, and two clinical trials of PTSD. The scale demonstrated good psychometric properties and factor analysis yielded five factors. A repeated-measures ANOVA showed that an increase in CD-RISC score was associated with greater improvement in treatment for those with PTSD." It demonstrates good test-retest reliability and internal consistency. "The scale exhibits validity relative to other measures of stress and hardiness, and reflects different levels of resilience in populations that are thought to be differentiated among other ways, by their degree of resilience." The authors suggest that "resilience is quantifiable and influenced by health status (individuals with mental illness have lower levels of resilience than the general population" and "resilience is modifiable and can improve with treatment and great

improvement in resilience corresponds to higher levels of global improvement.” According to the authors, this is “the first demonstration that increased resilience, as operationally defined, can be associated with a pharmacologic intervention.” Several studies, including those in other countries (e.g., Turkey, China), have confirmed the psychometrics if not the five-factor structure.

In a recent UK psychometric review of resilience measures using stringent quality assessment criteria (Windle, 2010), the CD-RISC was rated in the top four in respect to its psychometric properties. In terms of its conceptual adequacy, however, it only looks at one higher order category of resilience (i.e., individual dispositional attitudes) of the three that are generally accepted by researchers, thus excluding family support/cohesion, and external support systems.

In 2007 (Sills & Stein, 2007), a 10-item version was created to address the unstable factor structure in three samples of US college students (n=500). The unidimensional scale that emerged has demonstrated good internal consistency and construct validity. The CD-RISC2 is an abbreviated version consisting of two items taken from the CD-RISC and designed for clinical assessment purposes. Based on recent studies, it appears to have sound psychometric properties and may be useful to identify patients who may be vulnerable to the development of neuropsychiatric disease.

Conceptual categories: individual

Purpose: screening, profiling for intervention, and monitoring/measuring change

*The psychometric properties of the following two resilience measures will not be discussed in this compendium.*

**15. The Ego Resilience 89 Scale (ER 89)** (Block & Kremen, 1996)

Block, J., & Kremen, A. M. (1996). IQ and ego resiliency: Conceptual and empirical connections and separateness. *Journal of Personality and Social Psychology*, 70, 349-361.

Description:

This simple 14-item unidimensional self-report scale is designed to measure ego resiliency (a stable personality characteristic) in older adolescents/young adults (study groups: 18 and 23 years).

Conceptual categories: individual

Purpose: screening

**16. Ego Resiliency** (Bromley, Johnson & Cohen, 2006)

Bromley, E., Johnson, J.G. & Cohen, P. (2006). Personality strengths in adolescence and decreased risk of developing mental health problems in early adulthood. *Comprehensive Psychiatry*, 47 (4), 315-324.

Description:

This 102-item self-report scale was designed to measure ego resilience in older adolescents and young adults (study groups: 18 and 23 years).

Conceptual categories: individual

Purpose: screening

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**Strength-based, hardiness and protective/risk factors measures:**

**Strengths-based**

***Preschoolers, only***

**17. Infant and Toddler Social and Emotional Assessment (ITSEA)** (Briggs-Gowan & Carter, 1998; Carter, Little, Briggs-Gowan & Kogan, 1999)

Briggs-Gowan, M.J. & Carter, A.S. (1998). Preliminary acceptability and psychometrics of the Infant-Toddler Social and Emotional Assessment (ITSEA): A new adult-report questionnaire. *Infant Mental Health Journal, 19*, 422-445.

**Description:**

The items in the ITSEA were developed from clinical observation and existing checklists and piloted in a pediatric clinic. It is completed by parents at home. It can be used with children from 1 to 3 years and could be used by educators in pre-school settings. There are 5 scales: competencies, empathy, pro-social and peer relations. The measure includes attentions skills as well as compliance. There are strength-based items, but the measure focuses primarily on problem behavior. A drawback is the length of time to complete it.

**Conceptual categories:** individual

**Purpose:** screening (?)

**18. Penn Interactive Play Scale (PIPPS)** (Fantuzzo, Suttonsmith, Coolahan et al., 1995)

Fantuzzo, J., Suttonsmith, B., Coolahan, K.C., Manz, P.H., Canning, S., & Debnam, D. (1995). Assessment of preschool play interaction behaviors in young low-income children – Penn Interactive Play Scale. *Early Childhood Research Quarterly, 10*, 105-120.

**Description:**

This is a 36-item measure to be completed by preschool teachers for use with 3- to 5-year-olds. The measure contains items on emotional behavior, desirable social actions and lack of social connectedness. Its major drawback is the length of time to administer it.

**Conceptual categories:** individual

**Purpose:** screening, profiling for intervention (?)

**19. Social Skills Rating Scale (SSRS-T)** (Lyon, Albertus, Birkinbine & Naibi, 1996)

Lyon, M.A., Albertus, C., Birkinbine, J., & Naibi, J. (1996). A validity study of the social skills rating system-teacher version with disabled and no-disabled preschool children. *Perceptual and Motor Skills, 83*, 307-316.

**Description:**

This measure is an adapted version of the SSRS for older children (see "School Age" next section).

**20. The Adaptive Social Behavior Inventory (ASBI)** (Hogan, Scott & Baven, 1992)

Hogan, A.E., Scott, K.G., & Baven, C.R. (1992). EPPE Project. Adaptive Social Behaviour Inventory Child Questionnaire. *Journal of Psycho-Educational Assessments, 10*, 230-239.

**Description:**

This measure is a 30-item teacher rating scale to assess social competence in 3 to 5 year olds.

It has 3 scales: express, comply and disrupt. They measure cooperation and conformity, peer sociability, and antisocial behavior. It was developed on the basis of items used in other instruments and its purpose is to identify children with emotional and behavioral difficulties.

Conceptual categories: individual

Purpose: screening

**21: The Early Development Instrument (EDI)** (Offord, Janus & Walsh, 2001) available through the authors

Offord, D., Janus, M., & Walsh, C. (2001). *Population-level assessment of readiness to learn at school for 5-year-olds in Canada*. Ontario: The Canadian Centre for the Study of Children at Risk, McMaster University.

Description:

The EDI is a teacher rating scale assessing readiness to learn in preschool children in five areas: physical health, social competence, emotional health, cognitive development and communication skills. It was developed with an early years action group and practitioners.

Conceptual categories: individual

Purpose: screening

### **School Age (including Adolescents)**

**22: Social Skills Rating Scale (SSRS)** Student Form (Gresham & Elliot, 1990)

Gresham, F. M., & Elliott, S. N. (1990). *Social Skills Rating System (SSRS)*. Bloomington, MN: Pearson Assessments.

Description:

The **Social Skills Rating System (SSRS)** Student Form (Gresham & Elliot, 1990), another more widely used and respected assessment tool, assesses several personal strengths characteristic of resilience. This measure assesses social skills, problematic behaviors and academic competencies. The instrument includes 10-item scales measuring cooperation ( $\alpha=0.68$ ), assertion ( $\alpha=0.59$ ), empathy ( $\alpha=0.75$ ), and self-control ( $\alpha=0.66$ ). Stability reliabilities for these scales average 0.58 (Gresham & Elliot, 1990). Thus, both internal consistency and stability reliabilities for the SSRS student form are below conventional levels of adequacy. It was designed as a screening tool to identify children from 5-18 years with behavior problems. It is reasonably brief and easy for teachers and parents to complete. A version for 3- to 5-year-old children has also been developed (see Lyon et al., 1996).

Conceptual categories: individual

Purpose: screening

**23: Interpersonal Competence Scale (ICS)** (Cairns, Leung, Gest & Cairns, 1995)

Cairns, R.B., Leung, M.C., Gest, S.D. & Cairns, B.D. (1995). A brief method for assessing social development: structure, reliability, stability and developmental validity of the interpersonal competence scale. *Behavior Research and Therapy*, 33, 725-36.

Description:

The ICS is an 18-item measure for children and youth from 8-16 years, and can be completed by teachers in a few minutes. It measures: social competencies, emotional behaviors and academic competencies.

Conceptual categories: individual

Purpose: screening

**24. Strengths and Difficulties Questionnaire (SDQ)** (Goodman, 1997) see [www.sdqinfo.com/](http://www.sdqinfo.com/) for more information and to download forms

Goodman, R. (1997). The Strengths and Difficulties Questionnaire: A research note. *Journal of Child Psychology and Psychiatry*, 38, 581-86.

**Description:**

The SDQ is a brief screening tool for 3-16 year olds. It exists in several versions to meet the needs of researchers, clinicians and educationalists in several languages. Each version includes between one and three of the following components: 1) 25 items on psychological attributes; 2) an impact statement that asks whether the informant thinks the young person has a problem; and 3) Follow-up questions—these versions contain the 25 items (modified to read “within the last month”) plus 2 additional follow-up questions about the effect of interventions.

All versions of the SDQ ask about 25 attributes, some positive and others negative. These 25 items are divided between 5 scales (5 items each):

- 1) emotional problems
- 2) conduct problems
- 3) hyperactivity/ inattention
- 4) peer social relationships
- 5) prosocial behaviour

Scales 2, 3, & 4 are added together to generate a “total difficulties” score. 10 items deal with strengths.

The same 25 items are included in questionnaires for completion by parents and teachers of 4-16 year old (Goodman 1997). A slightly modified informant-rated version is available for parents or nursery school teachers of 3- and 4-year-olds. Twenty-two of the items are identical, the item on reflectiveness is softened and two items on anti-social behavior are replaced by items on oppositionality. Self-report versions are available for children and youth 11-16 depending on their level of understanding and literacy. The questions ask about the same 25 traits, though the wording is slightly different (Goodman et al, 1998).

The measure has been used many times in studies around the world with good psychometric properties. It measures favorably with the Achenbach and other longer child problem-related scales. Its advantage is its brevity and ease of use by non-psychometricians as well as coverage across the age spectrum. While primarily problem-focused, it does include strengths related to resilience.

**Conceptual categories:** individual, external supports

**Purpose:** screening

**25. Behavioral and Emotional Rating Scale (BERS)** (Epstein & Sharma, 1998)

Epstein, M. (1999). The development and validation of a scale to assess the emotional and behavioral strengths of children and adolescents. *Remedial and Special Education*, 20, 5, 258-262. )

**Description:**

For ages 6 to 19 years, this 52-item scale was developed to provide parents and professionals with a standardized, norm-referenced, reliable and valid instrument to measure strengths. Many studies have been completed showing the BERS possesses strong psychometric properties and does not discriminate on the basis of race or ethnicity. It measures strengths in five areas: interpersonal strengths, family involvement, intrapersonal strengths, school functioning and affective strengths

**Conceptual categories:** individual, family & external supports

**Purpose:** screening, profiling for intervention

**26. Search Institute Surveys—Profiles of Student Life, Attitudes and Behaviors Questionnaire (ABQ)**

(Price, Dake, &amp; Kucharewski, 2002 for Search Institute)

Price, J. H., Dake, J. A., & Kucharewski, R. (2002). Assessing assets in racially diverse, inner-city youths: Psychometric properties of the Search Institute asset questionnaire. *Family and Community Health, 25*, 1–9.

**Description:**

Search Institute's surveys focus on "40 Developmental Assets" that their research shows are linked to positive outcomes. They are separated into external and internal assets and further sub-divided into four main areas including:

External: support, empowerment, boundaries and expectations, constructive use of time

Internal: Commitment to learning, positive values, social competence, positive identity

Surveys are available for youth (ABQ for Grades 6-12), middle childhood (Me and My World –MMW for Grades 4-6) to assess overall functioning of students in a school or educational organization. The Developmental Assets Profile is available to look at individuals (11-18 years) and small groups. Other surveys are designed to assess learning and working environments in schools and adult-youth engagement in the community. The adolescent survey has been administered to more than 1.5 million students.

"The Search Institute's Attitude and Behavior Questionnaire (ABQ), the most commonly used asset assessment in the United States, is a 152-item questionnaire designed to assess 40 developmental assets among students in grades 6–12—including social competence, self-esteem, and social support in the school and home environments (Price, Dake, & Kucharewski, 2002). The instrument averages 2.3 items per subscale (asset), with 13 of the 40 Search Institute assets measured by just one item. Price et al.'s psychometric analyses of the ABQ indicated that the items assess eight developmental assets—with average internal consistency of 0.50 and stability reliabilities of 0.45 (Price et al., 2002). Thus, the ABQ has relatively poor psychometric properties. In addition, the ABQ is not built upon a strong theoretical approach and assesses only one environmental asset in the school domain (caring school climate)." [From Appendix D of Hanson, T. L., & Kim, J. O. (2007). *Measuring resilience and youth development: the psychometric properties of the Healthy Kids Survey*, p. 53-54 (Issues & Answers Report, REL 2007–No. 034). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West. Retrieved from <http://ies.ed.gov/ncee/edlabs>]

**Conceptual categories:** individual, family & external supports

**Purpose:** screening, profiling for intervention

**27. Emotional Quotient Inventory (EQ-i:YV)** (Bar-On & Parker, 2000; Bar-On, 2000) Available from Multi-Health Systems.

Bar-On, R. & Parker, J.D.A. (2000). Bar-On emotional quotient inventory. Youth version (Technical Manual). New York: Multi-Health Systems.

Bar-On, R. (2000). Emotional and social intelligence: Insights from the Emotional Quotient Inventory (EQ-i). In *Handbook of emotional intelligence*. Ed. R. Bar-On and J.D.A. Parker. San Francisco: Jossey-Bass.

**Description:**

The youth version of the EQ-i was derived from a literature review and the authors' clinical experience and aims measurement of emotional and social intelligence. Both self-report and observer report forms are available for youth and children as young as six years. The EQ-i:YV for 7-18 year olds is available in 30- and 60-item versions. The measure can be used to assess individuals as well as whole classrooms or schools. It is also available in a 133-item adult version.

The 60-item measure has two validity scales (positive impression and inconsistency index) and 5 primary scales:

- Intrapersonal—ability to understand and express feelings and needs
- Interpersonal – ability to identify and respond to feelings of others
- Stress management – ability to manage and control emotions
- Adaptability – flexibility, reality-testing and problem-solving
- General mood – optimism and happiness

The 30-item version deletes the general mood scale and inconsistency index. The measure was developed and standardized on nearly 10,000 children in the US and Canada and age and gender norms are available from 7-18 years

as well as for other countries including the UK. Each scale can be used separately and strategies are available to improve emotional and social competence in areas where there are low scores.

Conceptual categories: individual

Purpose: screening, profiling for intervention

**28. The Emotional and Behavioral Development Scale (EBDS)** (Riding, Rayner, Morris et al., 2002)

Riding, R., Rayner, S., Morris, S., Grimley, M. & Adams, D. (2002). Emotional and Behavioral Development Scales. Birmingham, UK: Assessment Research Unit, School of Education, University of Birmingham.

Description:

This 21-item teacher rating scale can be completed in less than 5 minutes and is appropriate for children from 5-16 years. It was designed from the responses of educational psychologists working with emotionally and behaviorally disturbed children. The measure has three scales (7 items each): development, emotional behavior and academic performance.

Conceptual categories: individual

Purpose: screening

**Adolescents, only**

**29. Strengths Assessment Inventory Youth Version (SAI-Y)** (Rawana, E.P., Brownlee, K. & Hewitt, J., 2009)

For more information contact [lcnorth@lakeheadu.ca](mailto:lcnorth@lakeheadu.ca)

Description:

This strength-based assessment tool was designed to measure strengths in domains related to naturally occurring structures in the environment including:

- Contextual domains (child's interaction with others): peers, family/home, school, employment, community
- Developmental domains (child's individual functioning): personality, personal and physical care, spiritual/cultural, leisure and recreation

This 123-item measure is designed to assess strengths in children and youth from 10-18 years old. The self-report measure is at a Grade 4 reading level; a version for significant others has been developed as well. It can also be completed on line and a profile is generated. The measure comes from the "Risk-Need Measure" taking 6 domains relating to internal strengths and excluding two areas (history of criminality and substance use). The measure is under psychometric evaluation, for more information contact the first author.

Conceptual categories: individual, family & external supports

Purpose: screening, profiling for intervention (?)

**Hardiness measures**

**Adolescents and adults**

There are several well-tested measures of hardiness that are appropriate for use with adolescents as well as adults. These will only be described briefly in this section.

**30. Personal Views Survey II and III-R (PVS III)** (Hardiness Institute, 1985)

Maddi, S.R. (1997). Personal Views Survey II. In C.P. Zalaquett & R.J. Wood (Eds.). *Evaluating stress: A book of resources* (pp. 293-309). Lanham, MD: Scarecrow Press, Inc.

Description:

This measure is based on the original work of Kobasa who hypothesized that "highly stressed people who stay healthy possess to greater extent than highly stressed persons who get sick: a) the belief they can **control** or influence the events of their experience, b) an ability to feel deeply involved in or **committed** to the activities of their lives, and c) the anticipation of **change** as an exciting challenge to further development measuring commitment, control and challenge (Kobasa, 1979a, p. 415)." These three components comprise *hardiness* a "personal stance that facilitates coping effectively with stressful circumstances (Maddi, 1997)."

The PVS III selects the best 30 items from the PSV II (Maddi, 1997; an earlier version with 45 items). Responses range from 0 to 4 (complete disagreement to complete agreement). It can be administered independently or as part of the HardiSurvey, a 106-item survey (or shorter revised HardiSurvey-R) that not only looks at hardy attitudes but also the resources of work support, family support and hardy coping as well as vulnerability factors such as stress, strain and regressive coping. The measure provides scores for commitment, control and challenge as well as a total score. The PSV III-R is the revised version containing 18 items. The measure can be used for a range of ages, from adult to adolescents in the general population as well as in institutionalized groups.

A number of studies have shown the PVS measures to have adequate internal consistency (.70-.75 for commitment, .61-.84 for control and .60 to .71 for challenge. Factor analyses have confirmed the three components of hardiness. These measures and their predecessors have been shown to correlate with several standardized measures: low anxiety (.30 and .32 on the STAI), negative affectivity (-.46 on the Hopkins Symptom Checklist) and overall personality issues (.40 to .50 range with MMPI) among others.

Conceptual categories: individual

Purpose: screening, profiling for intervention

**31. Cognitive Hardiness Scale (CHS)** (Nowack, 1989)

Nowack, K.M. (1989). Coping style, cognitive hardiness, and health status. *Journal of Behavioral Medicine*, 12, 145-158.

Description:

This scale purports to measure hardiness more directly, i.e., 1) commitment as opposed to alienation, 2) attitudes toward life changes as challenge as opposed to threats, and 3) beliefs in one's sense of control over significant life outcomes. The scale consists of 30 items on a 1 to 5 scale (strongly disagree to strongly agree). A total score as well as three subscales are provided.

Conceptual categories: individual

Purpose: screening, profiling for intervention (?)

**32. Psychological Hardiness Scale (PHS)** (Younkin and Betz, 1996)

Younkin, S.L., & Betz, N.E. (1996). Psychological hardiness: A reconceptualization and measurement. In T.W. Miller (Ed.), *Theory and assessment of stressful life events. International Universities Press stress and health series* (pp. 161-178). Madison, CT: International Universities Press, Inc.

Description:

The PHS consists of 40 items answered on a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). It was a response to shortcomings identified by the authors in earlier measures of hardiness that divided hardiness into three components. They propose a unidimensional instrument designed to measure hardiness directly rather than indirectly (through negative indicators).

Conceptual categories: individual

Purpose: screening

### **Protective & Risk Factors Measures**

#### **33. Baruth Protective Factors Inventory (BPFI)** (Baruth and Carroll, 2002)

Baruth, K.E., & Carroll, J.J. (2002). A formal assessment of resilience: The Baruth Protective Factors. *Journal of Individual Psychology, 58*, 235-244.

#### **Description:**

This measure was designed for adults but has been used with adolescents although there is a lack of research evidence to support use with this age group. "A formal psychological inventory to identify resiliency factors in individuals was developed by Baruth and Carroll (2002). The Baruth Protective Factors Inventory (BPFI) is a 16-item scale that delineates four protective factors: (a) Adaptable Personality, (b) Supportive Environment, (c) Fewer Stressors, and (d) Compensating Experiences. The authors noted that further reliability and validity testing of this instrument is indicated and specifically found that the items developed for the Fewer Stressors subscale did not correlate highly with the other three subscales. This latter finding appears to support Ratican's (1992) observation that the level of stress exhibited by trauma survivors did not necessarily correspond with the amount or severity of trauma experiences and Rutter's (1987) assertion that exposure to mild prior stressors might facilitate resiliency later on (from Bogar, C. B. 2006. Resiliency determinants and resiliency processes among female adult survivors of childhood sexual abuse. *Journal of Counselling and Development*)."

**Conceptual categories:** individual, family

**Purpose:** screening

#### **34. Communities That Care Youth Survey (CTC)** (Arthur, Hawkins, Pollard, Catalano, & Baglioni, 2002)

Arthur, M. W., Hawkins, J. D., Pollard, J. A., Catalano, R. F., & Baglioni, A. J. (2002). Measuring risk and protective factors for substance use, delinquency, and other adolescent problem behaviors. *Evaluation Review, 26*(6), 575-601.

#### **Description:**

"The CTC was designed to assess an array of risk and protective factors among adolescents aged 11 to 18, including family attachment, peer pro-social involvement, and opportunities for pro-social involvement and recognition of pro-social involvement in the school, family, and community domains (Arthur, Hawkins, Pollard, Catalano, & Baglioni, 2002). The instrument contains an average of 3.3 items per protective factor measured, with a mean alpha of 0.75 (Arthur et al., 1996). The protective factor scales have demonstrated respectable internal consistency on large national samples (Beyers, Toumbourou, Catalano, Arthur, & Hawkins, 2004). Although the content of the CTC survey overlaps with the resilience and youth development module, its coverage of environmental and internal assets is more limited. Just two are used to measure opportunities for pro-social involvement and just three for recognition of pro-social involvement in the school domain. These constructs exhibited internal consistency reliabilities of 0.55 and 0.60. No test-retest reliabilities have been reported." (Taken from Hanson, T. L., & Kim, J. O. (2007). *Measuring resilience and youth development: the psychometric properties of the Healthy Kids Survey*. (Issues & Answers Report, REL 2007-No. 034). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West.)

**Conceptual categories:** family & external supports (risk and protective factors)

**Purpose:** screening

#### **35. Child Development Project (CDP)** (Battistich, 2003; Battistich, Schaps, Watson, Solomon, & Lewis, 2000; Battistich, Schaps, & Wilson, 2004)

Battistich, V. (2003). Effects of a school-based program to enhance prosocial development on children's peer relations and social adjustment. *Journal of Research in Character Education, 1*(1), 1-17.

Battistich, V., Schaps, E., & Wilson, N. (2004). Effects of an elementary school intervention on students' "connectedness" to school and social adjustment during middle school. *Journal of Primary Prevention, 24*(3), 243-261.

Battistich, V., Schaps, E., Watson, M., Solomon, D., & Lewis, C. (2000). Effects of the child development project on students' drug use and other problem behaviors. *Journal of Primary Prevention, 21*(1), 75–99.

Description:

"Several environmental and internal asset scales have been developed for the **Child Development Project (CDP)** (Battistich, 2003; Battistich, Schaps, Watson, Solomon, & Lewis, 2000; Battistich, Schaps, & Wilson, 2004). The items, designed for students in grades 3–6, assess sense of school community (18 items, alpha=0.81), trust and respect for teachers (6 items, alpha=0.79), positive teacher-student relations (3 items, alpha=0.63), and peers' positive involvement in school (5 items, alpha=0.78). The CDP instrument also assesses personal and social attitudes consistent with resilience theory, including concern for others (10 items, alpha=0.80), efficacy (9 items, alpha=0.81), and global self-esteem (3 items, alpha=0.79). The domains covered by CDP are consistent with Benard's (2004) resiliency framework, and the protective factor scales demonstrate respectable internal consistency reliability, particularly given that the instrument targets elementary school students. However, with 147 items, the instrument is too lengthy for widespread administration in California school settings." (Taken from Hanson, T. L., & Kim, J. O. (2007). *Measuring resilience and youth development: the psychometric properties of the Healthy Kids Survey*. (Issues & Answers Report, REL 2007–No. 034). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West.)

Conceptual categories: individual, family & external supports (risk and protective factors)

Purpose: screening, profiling for intervention

*Three additional measures are listed below but will not be discussed in this compendium.*

**36. Rochester Evaluation of Asset Development for Youth (READY)** (Klein et al., 2006)

Klein, J. D., Sabaratnam, P., Auerbach, M. M., Smith, S. M., Kodjo, C., Lewis, C., Ryan, S., & Dandino, C. (2006). Development and factor structure of a brief instrument to assess the impact of community programs on positive youth development: The Rochester evaluation of asset development for youth (READY) tool. *Journal of Adolescent Health, 39*, 252–260.

**37. Individual Protective Factors Index** (Springer & Phillips, 1995)

Springer, J. F., & Phillips, J. L. (1995). *Individual protective factors index: A measure of adolescent resiliency*. Folsom, CA: EMT Associates.

**38. Youth Asset Survey (YAS)** (Oman et al., 2002)

Oman, R. F., Vesely, S. K., McLeroy, K. R., Harris-Wyatt, V., Aspy, C. B., Rodin, S., & Marshall, L. (2002). Reliability and validity of the Youth Asset Survey (YAS). *Journal of Adolescent Health, 31*, 247–55.

### Resilience Measures

SCALE (# in compendium)	AUTHORS	AGE
<i>Adolescent Resilience Questionnaire (ARQ)-revised</i> (#7)	(Gartland et al., 2006)	11-19 yrs.
<i>Adolescent Resilience Scale (ARS)</i> (#11)	(Oshio, Kaneko, Nagamine & Nakaya, 2003)	teens
<i>Assessing Developmental Strengths questionnaires (ADS)</i> (#5)	(Donnon & Hammond, 2007)	CR: 5-8 yrs.; YR: 7-12 yrs.; AR: adults
<i>Brief Resiliency Checklist (BRC)</i> (#8)	(Vance and Sanchez)-	Teens
<i>Child &amp; Youth Resilience Measure (CYRM)</i> (#4)	(Ungar, M. & Leibenberg, L., 2009)-	12 -23 yrs.
<i>Connor-Davidson Resilience Scale (CD-RISC/CD-RISC2)</i> (#14)	(Connor, K.M. & Davidson, J.R.T., 2003)	Adults/ older teens
<i>Devereux Early Childhood Assessment Program (DECA)</i> (#1)	(LeBuffe & Naglieri, 1998)	2-5 yrs.
<i>Devereux Student Strengths Assessment (DESSA/DESSA-mini)</i> (#2)	(LeBuffe, Naglieri & Shapiro)	5-14 yrs.
<i>Ego Resilience 89 Scale (ER 89)</i> (#15)	(Block & Kremen, 1996)	18+ yrs.
<i>Ego Resiliency</i> (#16)	(Bromley, Johnson & Cohen, 2006)	18+ yrs.
<i>Resilience and Youth Development Module (RYDM) of the California Healthy Kids Survey</i> (#6)	(Constantine & Benard, 2001; Constantine, Benard, & Diaz, 1999)	elementary/ secondary students
<i>Resilience Scale (RS)</i> (#13)	(Wagnild & Young, 1993)	adults/ older teens
<i>Resilience Scale for Adolescents (READ)</i> (#9)	(Hjemdal et al., 2006)	13-18 yrs.
<i>Resiliency Attitudes and Skills Profile (RASP)</i> (#12)	(Hurtes & Allen, 2001)	12-19 yrs.
<i>Resiliency Scale (RS)</i> (#10)	(Jew, Green & Kroger, 1999)	children/ teens
<i>Resiliency Scales for Children &amp; Adolescents (RSCA)</i> (#3)	(Prince-Embury, 2005, 2006)	9-18 yrs.

### Hardiness Measures

SCALE	AUTHORS	AGE
<i>Personal Views Survey III and III-R (PVS III)</i> (#30)	(Hardiness Institute, 1985)	teens/adults
<i>Cognitive Hardiness Scale (CHS)</i> (#31)	(Nowack, 1989)	teens/adults
<i>Psychological Hardiness Scale (PHS)</i> (#32)	(Younkin and Betz, 1996)	teens/adults

### Strength-based Measures

SCALE	AUTHORS	AGE
<i>Adaptive Social Behavior Inventory (ASBI)</i> (#21)	(Hogan, Scott & Baven, 1992)-.	3-5 yrs
<i>Behavioral and Emotional Rating Scale (BERS)</i> (#25)	(Epstein & Sharma, 1998)	6-19 yrs.
<i>Early Development Instrument (EDI)</i> (#21)	(Offord, Janus & Walsh, 2001)-	5 yrs. and under
<i>Emotional and Behavioral Development Scale (EBDS)</i> (#28)	(Riding, Rayner, Morris et al., 2002)	5-16 yrs.
<i>Emotional Quotient Inventory (EQ-i:YV)</i> (#27)	(Bar-On & Parker, 2000; Bar-On, 2000)	7-18 yrs
<i>Infant and Toddler Social and Emotional Assessment (ITSEA)</i> (#17)	(Briggs-Gowan & Carter, 1998; Carter, Little, Briggs-Gowan & Kogan, 1999)	1-3 yrs.
<i>Interpersonal Competence Scale (ICS)</i> (#23)	(Cairns, Leung, Gest & Cairns, 1995)	8-16 yrs.
<i>Penn Interactive Play Scale (PIPPS)</i> (#18)	(Fantuzzo, Suttonsmith, Coolahan et al, 1995)	3-5 yrs.
<i>Social Skills Rating Scale (SSRS-T)</i> (#19)	(Lyon, Albertus, Birkinbine & Naibi, 1996)	< 5yrs.;
<i>Search Institute Surveys— Profiles of Student Life - Attitudes and Behaviors Questionnaire (ABQ)</i> (#26)	(Price, Dake, & Kucharewski, 2002 for Search Institute)	Grades 4-6 & 6-12
<i>Social Skills Rating Scale (SSRS)</i> (#22)	(Gresham & Elliot, 1990)	5-18 yrs.
<i>Strengths Assessment Inventory-Youth Version (SAI-Y)</i> (#29)	(Rawana, E.P., Brownlee, K. & Hewitt, J., 2009)	10-18 yrs.
<i>Strengths and Difficulties Questionnaire (SDQ)</i> (#24)	(Goodman, 1997)	3-16 yrs.

### Protective/Risk Factors Measures

SCALE	AUTHORS	AGE
<i>Baruth Protective Factors Inventory (BPFI)</i> (#33)	(Baruth & Carroll, 2002)	adults/teens?
<i>Child Development Project (CDP)</i> (#35)	(Battistich, 2003; Battistich, Schaps, Watson, Solomon, & Lewis, 2000; Battistich et al., 2004)	Grade 3+
<i>Communities That Care Youth Survey (CTC)</i> (#34)	(Arthur, Hawkins, Pollard, Catalano, & Baglioni, 2002)	11-18 yrs.
<i>Individual Protective Factors Index</i> (#37)	(Springer & Phillips, 1995)	teens
<i>Rochester Evaluation of Asset Development for Youth (READY)</i> (#36)	(Klein et al., 2006)	teens
<i>Youth Asset Survey (YAS)</i> (#38)	(Oman et al., 2002)	teens

# **ATTACHMENT E**

7/30/2013 4:47:00 PM

UHSresponsetoMendoza

- (1) The USP expressly states (on page 30 in Section V, A, 5, a) that the District “shall consult with an expert regarding the use of multiple measures (e.g., essays; characteristics of the student’s school; student’s background, including race, ethnicity and socioeconomic status ) for admission to similar programs...”

No reference is made in the description of the working group’s process to consultation with such an expert. Did it occur and, if so, who was the expert and what advice was given? (We see the reference to consultation with an expert (Dr. Lannie Kanevsky ) out of Canada who has been studying resiliency and motivation but do not understand his area of expertise to be that which is expressly required by the USP.)

Re-drafting the UHS admissions policy is in process and we have not finished consultation with all experts. We have identified and made arrangements to consult with Dr. Chester Finn and Dr. Jessica Hockett – authors of the book “Exam Schools” with respect to their research of 165 schools nation-wide with selective admissions policies. In their study, Dr. Finn and Dr. Hockett examined admissions policies and processes of many schools, including the 11 case-studies described in their book. In our discussions with these consultants, we will gather information about the use multiple measures, discuss “best practices”, and what their research suggests about the proposed addition of an academic resiliency scale.

Due to the tight timeline requirements of the USP to implement a measure this school year, we had to postpone the consultation with these experts while we researched and consulted with Dr. Kanevsky on the use of an academic resiliency scale. This was a necessary first step in being able to implement revised procedures in the time-frame laid out by the District and USP.

- (2) The USP expressly states (at the same cite set forth above) that the District shall review best practices used by other school districts in admitting students to similar programs.

No reference is made in the description of the working group’s process to review of best practices or any review of processes followed elsewhere. Did this occur and, if so, what practices were reviewed and what was the working group’s assessment of those practices (and were they included in its deliberations in any way, specifically with respect to the focus on resilience)?

Given that final revisions to the USP were not completed until March 2013 and that the USP requires that amended procedures be implemented for incoming students 2014-2015 (for freshman this is Fall 2013), the review of best practices and proposed admissions policy changes are being done concurrently for compliance. The application and admissions process for Freshman entering UHS in 2014-2015 occurs in the Fall 2013. There is not enough time to complete the research, consult, pilot new measures and implement new procedures in a consecutive order.

- (3) The USP says the District “shall pilot these [new] admissions procedures for transfer students seeking to enter UHS during the 2013-14 school year and shall implement the amended procedures for all incoming students in the 2014-15 school year” (again at the same cite set forth above, going from page 30 to page 31).

With the delay in the development of the new admissions process beyond the April 1, 2013 date set in the USP, the District apparently decided to forego a pilot process for the first year (which should have been 2013-14) and apply the new admissions process to all incoming students immediately for the 2014-15 school year. Mendoza Plaintiffs do not necessarily object to such a change assuming the adoption of an admissions process that comports with the USP and full compliance with USP Section V, A, 5 but would like to know on what basis the District determined to forego a pilot test of the new admissions process and proceed immediately to full implementation.

The pilot process was given up in order to meet the timelines set by the District and the USP. Since the final revisions to the USP were not completed until March 2013, it was not possible to implement a new admissions process for students seeking to enter UHS during the 2013-2014 school year. UHS sends out acceptance letters for freshman the first week of January. The admissions process for incoming sophomores opened in May 2013. This did not allow enough time to conduct research, consult with experts, implement new admissions criteria, work with our site council and community, and inform applicants. Similarly, the application process for incoming Freshman for the 2014-2015 school year opens on August 1, 2013 and as a result we have had to forego any pilot process in order to meet the deadline set for implementation by the USP. UHS would very much like to conduct a well-planned and executed pilot process for all proposed changes to the admissions policy but the current time frame established to research, consult, pilot and implement does not make it possible.

# **ATTACHMENT F**

**UHSresponseto83-JK (2)**

**9/5/2013 9:44:00 AM**

- (1) The USP expressly states (on page 30 in Section V, A, 5, a) that the District “shall consult with an expert regarding the use of multiple measures (e.g., essays; characteristics of the student’s school; student’s background, including race, ethnicity and socioeconomic status) for admission to similar programs...”

No reference is made in the description of the working group’s process to consultation with such an expert. Did it occur and, if so, who was the expert and what advice was given? (We see the reference to consultation with an expert (Dr. Lannie Kanevsky ) out of Canada who has been studying resiliency and motivation but do not understand his area of expertise to be that which is expressly required by the USP.) Did it occur and, if so, who was the expert and what advice was given?

Principal Packard, A.P. Cislak, Ms. Taylor, the ALE Director, and Dr. King conducted interviews with both Dr. Finn and Dr. Hockett, co-authors of the study and published book “Exam Schools – Inside America’s Most Selective Public High Schools”. Their study, sponsored by the Thomas B. Fordham Institute and the Task Force on K-12 Education at Stanford University’s Hoover Institution, identified and surveyed 165 high schools nation-wide that have student selection policies. The survey findings and in-depth case studies of 11 schools are described in the book “Exam Schools.” The interview protocol is attached.

**Key advice:**

- Using Multiple Measures is essential - nothing should be based on 1 test score, creating a “do or die” situation
- Avoid complacency about the admissions procedures – as Drs. Finn noted he was surprised at the level of complacency on the part of the schools with respect to analyzing and evaluating their admissions policy and Dr. Hockett noted that one of the best practices was to be reflective.
- While admissions policies are important to look at, other aspects are important in attracting a diverse population.
  - Recruitment and Outreach: Both Finn and Hockett emphasized the importance of outreach, particularly through community organizations, to widen the application pool as well as providing summer programs.
  - Role of Feeder Schools: Both Drs. Finn and Hockett reiterated the importance of feeder schools in building student preparedness. As stated in their book ‘if attention focuses exclusively on the high school program without also addressing what happens to such kids in the “feeder” schools, it may amount to redistributing the current population high achievers rather than cultivating more of them’ (p. 199)
- Create an educational system that builds incentives for students at all levels - offer enrichment programs, summer programs, and extra opportunities to learn things. Involve families and teachers particularly for low income but smart students.
- Open more schools of this type: Finn and Hockett conclude their book by suggesting that, given the limited supply of highly academic high schools, perhaps a solution is to have simply more of them. As they write, “we see compelling reasons to include ample development of that model [high achieving whole schools] within the country’s broader strategies for addressing the dual challenges of advanced learning and learners, reasons that become even more compelling if selective schools can model what all high schools should one day be (pg.198)”.

In addition, several additional experts were contacted and interviewed by Ms. Taylor (see Expert Analysis section in attached UHS admissions revision for more details).

- (2) The USP expressly states (at the same cite set forth above) that the District shall review best practices used by other school districts in admitting students to similar programs.

No reference is made in the description of the working group's process to review of best practices or any review of processes followed elsewhere. Did this occur and, if so, what practices were reviewed and what was the working group's assessment of those practices (and were they included in its deliberations in any way, specifically with respect to the focus on resilience)?

An initial review was conducted that looked at the top-rated AP High Schools across the country (summarized in Exam Schools – Current practice section Review of top-rated AP High Schools). It was clear from this review that schools used a variety of admissions criteria, that many used the same measures as UHS (test scores and grades), and that in several cases, the admissions process was much more competitive. For example, it was surprising to see that many schools screened students (usually with a standardized test score) before they allowed them to take the entrance test. Others relied on an extensive process involving personal essays, interviews and auditions.

The findings from the initial review were supported by the published findings in the “Exam Schools – Inside America’s Most Selective Public High Schools”, written by Dr. Chester Finn and Dr. Jessica Hockett. Their study found the “familiar indicators of academic performance or potential, notably grades, test scores, and teacher recommendations, were the primary criteria for admissions. Out of 56 schools responding to their survey (response rate of 35%), for instance, 95% strongly or moderately emphasized a students’ prior academic record (e.g. grades), and 60% used scores from state or district administered tests, with an additional 45% using a standardized achievement test (e.g. CAT, ITBS, Stan 10). Student essays were among the most emphasized “qualitative” criteria used (55%) followed by teacher recommendations (52%) (p. 39-40). All eleven case study schools used these types of measures, and some employed additional variables to screen applicants or set minimal requirements for considering them (p. 162).

The Finn-Hockett study categorized the diverse admissions processes among the 11 schools profiled into two categories – accordingly “each school’s admissions process tended either to rely either “primarily on the numbers or to emphasize a more holistic, student-by-student approach (p, 162)”. Examples in their sample included Oxford Academy, Ben Franklin and Pine View (Gifted school) who used multiple measures quantitatively, and those who used “complex (and sometimes secret) scoring rubrics, individual interviews, essays, and committee discussions” (e.g. Thomas Jefferson, Schools Without Walls, and Illinois Mathematics and Science Academy(IMSAs). However, even those that relied on a “holistic” approach used tests and grades as well.

Entrance Tests used: As noted above, almost all schools reviewed use some form of test. The majority of tests used were achievement tests as opposed to an abilities test such as the CoGAT. Although Drs. Finn and Hockett did not look at the type of tests used for the case studies, the initial review and the Finn/Hockett study found that tests include state-assessments (CAT, ITBS), SAT/ACT scores, customized standards-based tests. No school was identified that uses the Cognitive Abilities Test (CogAT) for admissions. However, as indicated in the supporting documentation, Pine View School for the Gifted uses well-known GATE tests such as the Renzulli, the WISC-III, and the Woodcock Johnson, and Carnegie Vanguard in Texas uses the Naglieri in conjunction with the Naglieri.

Non-Academic and “subjective” (qualitative) assessments (personal essays, statements, teacher recommendations): While neither Dr. Finn nor Dr. Hockett knew of a school using a student motivation scale such as the one proposed, Dr. Hockett noted that schools were interested in looking at ways to measure motivation. She reported, for example, that IMSA was trying to use the types of classes students took as an

indicator of motivation, while other schools were focusing on a student's interests and accomplishments (e.g. Thomas Jefferson's use of personal essays). The most common way, however, that schools were addressing this aspect was to use grades as a proxy indicator. Based on these interviews, the UHS working group is comfortable with proceeding with piloting the CAIMI which is designed to directly measure a student's motivation for learning.

As a result of the deliberations with experts, UHS has identified two additional practices to pilot for incoming Sophomores this year. The first is to develop an assessment that measures seven non-cognitive variables identified by Sedlacek and Brooks. These researchers argue that there are seven factors, including a student's self-concept, leadership, and nontraditional knowledge that are often not accounted for in college admissions processes, particularly for African-American students. The UHS working group would like to look at these variables more closely and pilot a rubric or measurement tool.

The second measure is to collect teacher recommendations. Both Drs. Finn and Hockett noted that while many schools collect teacher recommendations, few use them seriously. They recommended that if teacher recommendations are used that they be evaluated using trained personnel and a pre-determined rubric. (For supporting documentation on all of these measures see the attached UHS admissions revisions and appendices)

- (3) The USP says the District "shall pilot these [new] admissions procedures for transfer students seeking to enter UHS during the 2013-14 school year and shall implement the amended procedures for all incoming students in the 2014-15 school year" (again at the same cite set forth above, going from page 30 to page 31).

With the delay in the development of the new admissions process beyond the April 1, 2013 date set in the USP, the District apparently decided to forego a pilot process for the first year (which should have been 2013-14) and apply the new admissions process to all incoming students immediately for the 2014-15 school year. Mendoza Plaintiffs do not necessarily object to such a change assuming the adoption of an admissions process that comports with the USP and full compliance with USP Section V, A, 5 but would like to know on what basis the District determined to forego a pilot test of the new admissions process and proceed immediately to full implementation.

The pilot process was given up in order to meet the timelines set by the District and the USP. Since the final revisions to the USP were not completed until March 2013, it was not possible to implement a new admissions process for students seeking to enter UHS during the 2013-2014 school year. UHS sends out acceptance letters for freshman the first week of January. The admissions process for incoming sophomores opened in May 2013. This did not allow enough time to conduct research, consult with experts, implement new admissions criteria, work with our site council and community, and inform applicants. Similarly, the application process for incoming Freshman for the 2014-2015 school year opened on August 1, 2013. The plan for the piloting and application of a new admissions process for the 2014-2015 Freshman and Sophomores classes is attached and details the implementation and piloting of all proposed new measures (see attached UHS admissions revision).

- (4) What do we know about the implications of varying weights/points? This is a relatively easy simulation to do with the existing student population

A dataset of 2127 student test scores and GPAs for the past three years was created to address this question. Currently the weight given for GPA and test scores is split at 67% and 33% respectively with GPA weighted higher. The tables below look at the mean percentage of possible test or GPA points received for students that met or do not meet the admissions criteria. As shown, the mean percentage of possible points by ethnicity is similar for all students who meet the admissions criteria. For those students who do not meet however, the

mean percentage of possible points received by the test scores is significantly lower for African Americans, and Hispanics. As a result, varying the weights and points between GPA and test scores would not impact the distribution across sub-populations.

#### Summary Table of Means **Meets**

N=552 (No missing data in dep. var. list)

Ethnicity	TEST_PER	GPA_PER	TOTAL_PE
G_1:1	89.09	92.67	114.83
G_2:2	84.26	90.28	110.50
G_3:3	86.68	91.90	112.98
G_4:4	88.89	88.89	112.00
G_5:5	89.80	93.54	115.84
G_6:6	93.72	93.96	118.26
All Grps	88.43	92.45	114.32

#### Summary Table of Means **Do not meet**

N=1575 (No missing data in dep. var. list)

Ethnicity	TEST_PER	TEST_PER	GPA_PER	GPA_PER	TOTAL_PE	TOTAL_PE
	Means	N	Means	N	Means	N
G_1:1	28.42	382	46.92	382	49.13	382
G_2:2	11.44	101	44.33	101	38.10	101
G_3:3	17.20	956	44.68	956	41.46	956
G_4:4	15.37	47	17.49	47	20.89	47
G_5:5	18.46	59	59.42	59	52.75	59
G_6:6	24.82	30	50.56	30	49.80	30
All Grps	19.69	1575	45.05	1575	43.07	1575

(5) Grades are pretty good indicators of success.

A student's 9<sup>th</sup> grade GPA in core subjects was calculated and included in the data set. A total of 1114 students had both 8<sup>th</sup> and 9<sup>th</sup> grade GPA. The correlation between 8<sup>th</sup> grade calculated GPA and 9<sup>th</sup> grade GPA was 0.53.

(6) Resiliency, in theory, should be a good predictor. Is there information on consequential validity of this measure?

Robert Williams in his book review article for the Journal of Psychoeducational Assessment on the Children's Academic Intrinsic Motivation Inventory (CAIMI) notes that "no consistent gender or racial differences were found in the CAIMI scores. The only consistent group difference occurred across grade levels (Williams, Journal of Psychoeducational Assessment 1997 15:161). We will check to see if there is any more recent research.

(7) "the working group is proposing the use of an academic resiliency scale as an additive measure for student admissions – students will receive additional admissions points based on their resiliency towards the required number of 50. Students will still need to meet the minimum of a 7 composite stanine on the CogAT and have a minimum GPA of 3.0 to receive admission points but adding the resiliency scale will assist students whose GPA

may not have been high enough to meet the required admission points."

As the proposal says, it is meant to identify students who have the capability to achieve in challenging situations provided they get support. Adding the resiliency measure in this way seems to treat it as relatively unimportant. This proposal seems to not go very far and assumes that the validity of the CogAT measure is very high. Is this what your expert recommended? If the resiliency measure is valid, why not use it additively? Evidence that the validity of the CogAT measure is very high.

We are proposing to pilot the use of the resiliency measure and use it additively (see attached UHS admission revisions) .

Dr. Lohman and the developers of the CogAT detail the evidence for the validity and reliability of the test in the "CogAT Form 6 Research Handbook" (Lohman & Hagen, 2002) and the "Cognitive Abilities Test Form 7 Research and Development Guide (Lohman, 2012). [I can attach a scanned version of the chapters if necessary]

(8) While I like the idea of the resiliency measure in principle, I would have expected the group to do more empirical work looking at weights, etc, and simulating the effect of different measures on student achievement at UHS. And what is the correlation of CogAT scores and grades? Is there a plan for how this new approach, whatever it is, will be evaluated?

A primary purpose of the admissions criteria is to identify students who are prepared to complete the highly challenging and rigorous criteria of UHS classes as opposed to select only students who are going to be successful. As a result, looking at different measures that determine student achievement at UHS is not currently the focus of the admissions revisions. It is for this reason that the school is looking at multiple measures, such as a motivation scale that may capture a student's motivation for learning that is not reflected in either test scores or grades.

The correlation between CogAT scores and 9<sup>th</sup> grade grades for the sample size of 1114 is .31. The low correlation indicates that the CogAT test and GPA are not measuring the same underlying abilities.

Yes. An evaluation of the use of the motivation scale will be completed as well as an analysis of the impact of using the latest CogAT test version – version 7 for freshman admissions will be completed. An evaluation plan with time-line will be drawn up.

(9) ...the results of this "pilot" may be too late to influence the admissions for 2013-14. If the resiliency measure has evidence of consequential validity, it seems that the new measure should be used and that the possibility of changing the weights on current measures next year should be explored—as suggested above. Should we assume that the pilot for transfer students will proceed?

Yes. UHS will pilot the use of any new measures for sophomores in the Spring of 2014. Juniors and Seniors are not admitted under a weighting system.

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

An efficacy study for all new instruments used for freshman and sophomore admissions will be conducted to determine its impact on actual admissions.

As the table indicates, UHS has been increasingly successful at retaining students at UHS. Student retention rates for instance rose from 83% in 2009-2010 to 90% in 2011-2012. Anglo students tend to have lower retention rates than other students.

<b>UHS Retention for incoming 9th graders - EOY enrollment</b>						
	2009-2010		2010-2011		2011-2012	
	<b>9th enrolled</b>	<b>Graduates</b>	<b>9th enrolled</b>	<b>11th grade</b>	<b>9th enrolled</b>	<b>10th grade</b>
<b>Anglo</b>	126	101	125	103	129	117
<b>Af-Am</b>	5	5	2	2	3	3
<b>Hisp</b>	64	54	89	82	70	65
<b>Nat Am</b>	3	3	2	2	0	0
<b>Asian</b>	27	24	30	27	27	25
<b>multiple</b>	9	9	6	6	14	10
<b>Total</b>	234	196	254	222	243	220

UHS agrees with the Fisher plaintiffs about the essential need of providing support services for all students. Support services at the school currently include writing and math centers, a conference period where students can get individual assistance for 2 days a week, tutoring, a dedicated counselor for each grade level and a peer mentoring program (“Penguin to penguin”). With 100% of UHS students passing AIMS at the end of their sophomore year, a 100% graduation rate, and 100% of students attending a post-secondary institution (university or military), all students who remain at UHS will succeed.

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

No assessment is without bias. Dr. Lohman, the developer of the CogAT, acknowledges this clearly when he writes that “the belief that one can measure reasoning ability in a way that eliminates the effects of culture is a recurring fallacy in measurement. Culture permeates nearly all interactions with the environment (The Role of nonverbal ability tests in identifying Academically Gifted Students: An Aptitude Perspective, Lohman 2005. Gifted Child Quarterly Vol 49, #2, pg. 115)”.

It is clear from the data above that African-American and Hispanic students perform less well on the CogAT than Whites, Asians, and Multi-race. However, this finding alone does not necessarily mean that the test is invalid. Lower student test performance may be due to other factors that are highly correlated with race/ethnicity such as geographical residence, income or feeder school. Using regression techniques, the analysis of the 2127 UHS applicants found that ethnicity explained 11% of the variance of the composite score percentile ranking, while the middle school attended explained 19% of the variance. This finding is consistent with that of Finn/Hockett, who note that the degree to which the feeder schools academically prepare children impacts what a high school can do in addressing diversity. As Dr. Finn commented “it would be a whole lot easier if the feeder system was doing a better job to get students prepared”.

Based on our findings above with respect to test scores and GPA, we will be completing additional analyses to better understand the factors that explain the lower performance among students and

develop strategies on how these can be remedied. One advantage of the CogAT is that it is possible to build ability profiles of students to design interventions.

(12) "In the discussion of the working group, the memo we were provided says (on page 4) that "some measure of resiliency or motivation may address the concerns that were raised related to GPA." It then references the work of Dr. Lannie Kanevsky and says that Dr. Kanevsky pointed the working group to Drs. Godfried (sic), in particular the Measure of Academic Intrinsic Motivation and the Children's Academic Intrinsic Motivation Inventory ("CAIMI") that they developed. Based on our review, it appears that the referenced instruments measure motivation as distinct from "resilience." (This is based on a review of the web site of the publisher of the CAIMI, Psychological Assessment Resources, which states that the purpose of the CAIMI is to measure motivation for learning in general and across specific learning areas.) It also appears from a review of the Sandoval-Hernandez and Cortes article cited by the District in the memo we were provided (at page 4) that motivation may be one factor to be considered in assessing resilience but that it is not coextensive with resilience. What is meant by a "resiliency" test, how the District intends to identify and validate such a test, and how that test should factor into the overall admissions process? Therefore, Mendoza Plaintiffs would like to better understand what it is that the District is seeking to measure ("resilience" or only the motivation factor within "resilience") and whether it has been directed to any instruments besides those developed by Drs. Gottfried.

Our discussion with Dr. Lannie Kanevsky provided a foundation for which to look at the concept of academic resiliency and begin to operationalize it. She explained how the concept of resiliency has been considered in the academic literature – either used "clinically" (e.g. to identify at-risk or vulnerable individuals who may require interventions or "positively" – to identify sources of strength and motivation. This was helpful in considering what the value added would be within the admissions process, as well as setting a direction for looking at various instruments that sought to identify strengths rather than deficits.

This was supported by the study conducted by Sandoval-Hernandez and Cortes (Sandoval-Hernandez and Cortes – Factors and conditions that promote academic resilience: A cross-country perspective). As the Mendoza plaintiffs point out the model of academic resiliency proposed in this study is much larger than the proposed focus on motivation Their theoretical model encompasses four dimensions – the personal, family, school and community and in their study of the relationship between educational resiliency and academic achievement they use a variety of indicators to measure the impact of each dimension. Their model provided a basis for further defining academic resiliency to the student's personal dimension and the two elements associated with it– self-confidence and effort/motivation in education – elements that they found in their study were strongly correlated with student achievement in reading.

Dr. Lannie Kanevsky directed us to several resources beyond the Gottfrieds work, including Masten's "Ordinary magic: resilience process in development" and the work of Catherine Dwerck who developed a 4 item inventory called Mindset.

In addition, members of the working group looked at the published academic literature to find instruments that were designed to measure student motivation in academic settings and that emphasized positive strengths rather than vulnerabilities. Other criteria included an instrument that had been used over a period of time in multiple educational settings and where reliability and validity had been looked at. There were also practical considerations such as finding instruments that can be easily administered in groups and where scoring rubrics had been developed and tested. Other possible instruments identified included the Student Motivation Wheel and Student Motivation Scale (cited in Martin & Marsh, Academic Resilience and the Four C's: Confidence, Control, Composure, and Commitment), the Resiliency Scales for Children & Adolescents (RSCA) – a profile of person strengths, published by Pearson and the Academic Motivation Scale developed in France by Robert Vallerand and translated extensively for use in other countries.

For the proposed implementation and use of the CAIMI in the admissions process see attached UHS admission revision.

(13) Mendoza Plaintiffs reiterate that before they can agree to the inclusion of “resilience” in the factors to be considered in the UHS admissions process, they need to better understand what the District intends to measure and how. Further, as more fully explained by Dr. Hawley in his comments of August 8, before they can agree that “resilience” be added to the existing admissions process, the District needs to provide a more complete review and justification for the existing process.

(13) Mendoza Plaintiffs reiterate that before they can agree to the inclusion of “resilience” in the factors to be considered in the UHS admissions process, they need to better understand what the District intends to measure and how. Further, as more fully explained by Dr. Hawley in his comments of August 8, before they can agree that “resilience” be added to the existing admissions process, the District needs to provide a more complete review and justification for the existing process.

Please see UHS admission revisions for complete details on the proposed motivation scale and procedures for implementation.

It is clear from the review of existing admission practices and discussions with experts that schools use a variety of measures for high school admissions, and that no school has devised a perfect system. The inability for any one measure or sets of measures alone to improve diversity, whether one is doing it by the numbers or assessing student’s individual-by-individual, is also clear. Schools with complex “holistic” approaches where student profiles are created from quantitative and qualitative data have proven to be no better at ensuring an ethnically diverse student body than those that use a “market-basket” of factors (e.g. test scores and grades). This is due to the fact that improving diversity at an “exam school” cannot be accomplished by focusing only on a school’s admission process. For example, although incremental, UHS has seen an increase in the number of 8<sup>th</sup> grade Hispanic TUSD students qualifying for freshman admissions from 63 in 2010-2011 to 75 2012-2013 even though there have been on changes to the admissions criteria. Much of this occurred because of better outreach and recruitment efforts – a factor that Finn/Hockett find both “more important and more challenging as they (or their districts) strive to ensure that their applicant pools are demographically diverse, reasonably representative of their communities *and* academically qualified”.

The analysis conducted so far on the existing admissions criteria reveals that improvements should be made and additional measures piloted. As noted there are disparities across ethnicities in terms of student test performance. These will certainly be examined and addressed. However the degree to which adjustments can be made while ensuring that students are adequately prepared for the challenge of highly rigorous and demanding curriculum cannot be determined without testing multiple types of measures. It is for this reason that the District is proposing the use of additional measures, specifically the CAIMI (student motivation scale), a non-cognitive assessment, and the collection of teacher recommendations. The use of these additional measures will be evaluated to determine whether they add value and improve the existing process.

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

**IN THE UNITED STATES DISTRICT COURT**

**FOR THE DISTRICT OF ARIZONA**

Roy and Josie Fisher, et al.,

Plaintiffs

CV 74-90 TUC DCB  
(Lead Case)

v.

**AFFIDAVIT OF MARTHA G.  
TAYLOR**

United States of America,

Plaintiff-Intervenor,

CV 74-204 TUC DCB  
(Consolidated Case)

v.

Anita Lohr, et al.,

Defendants,

and

Sidney L. Sutton, et al.,

Defendants-Intervenors,

Maria Mendoza, et al.

Plaintiffs,

United States of America,

Plaintiff-Intervenor,

v.

Tucson Unified School District No. One, et al.

Defendants.

**AFFIDAVIT OF MARTHA G. TAYLOR**

STATE OF ARIZONA                    )  
  ) ss.  
County of Pima                        )

Martha Taylor, being duly sworn upon her oath, deposes and states as follows:

1. I am above the age of 18 and am competent to make this affidavit.
2. I am employed as the Director of Advanced Learning Experiences (ALE) for Tucson Unified School District and have worked in that capacity since July 2013. My 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.
3. My 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. *Resume, Attachment A.*
4. Within a week of my appointment as ALE Director in mid-July 2013, I met with the UHS staff responsible for UHS admission criteria (Dean Packard, Principal; Amy Cislak, UHS Assistant Principal; Juliet King, Research Project Manager who manages UHS Admissions) in addition to Desegregation Department personnel. I received background briefings from staff at that time. In addition, Juliet King provided her analysis of exam schools around the country, as well as background on the CAIMI test, and a copy of the book *Exam Schools (2012)* written by Finn & Hockett. We relied upon the research in *Exam Schools* because it was recent, and because it provided results and analysis from the only nationwide, exhaustive, comprehensive study of exam-based selective high schools. I participated in follow-up interviews with Drs. Finn and Hockett. Both in *Exam Schools* and in our interviews, the authors reported that no exam school has found a definitive answer for how to successfully raise the numbers of traditionally underrepresented students in such programs.
5. Thereafter, I was charged with interviewing experts we selected for follow-up based on our background research.<sup>1</sup> I personally interviewed five experts on the issue of high school selective admissions and entrance examinations (Kelly Lofgren, Dr. Angela Hockett, Dr. Chester Finn, Jeannie Franklin, and Kenneth Bonano).

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<sup>1</sup> This "exam school" research also dovetailed with additional interviews I conducted in my capacity as ALE Director designed to increase underrepresented populations in all TUSD advanced learning programs.

6. Our review of the research, in concert with the findings from our interviews with experts, revealed the following guiding concepts: 1) every school and expert we spoke to gave conflicting recommendations, 2) there was no unanimity as to which path forward to take other than the very important guidance that we needed to expand our admissions criteria to include not only cognitive but non-cognitive assessments, and 3) there was little data-based evidence provided to us by any of the exam schools which showed that any particular alternative (non-cognitive) admissions criteria have significantly improved ethnic or racial makeup of any of these exam schools.
7. In the research that resulted in the publication of *Exam Schools*, Drs. Finn and Hockett examined 169 exam schools. Their survey found an overall lack of diversity: "Individual schools are often imbalanced. In nearly 70% of [the surveyed schools] half or more of the students are of one race." Finn & Hockett, *Exam Schools*, Chap. 3, p.29. The authors then selected 11 schools for in-depth case studies. Those findings indicated that while some schools were making progress, "none, however was a demographic or socioeconomic miniature of the place it served." Finn & Hockett, *Exam Schools*, Chap. 15, p. 163.
8. The research continues to indicate entrance exam high schools are currently "on their own" when it comes to devising the right mix of cognitive and non-cognitive assessments that can reasonably be expected to increase minority student enrollment.
9. Dean Packard, current UHS principal, and Amy Cislak, UHS Assistant Principal, maintained ongoing contact with the public, and with parent and student stakeholders, and provided that input as part of our analysis and recommendations. They provided knowledge and expertise of the UHS curriculum, programmatic requirements, as well as public communications and outreach. Dr. Juliet King provided four years of prior experience coordinating the UHS Admissions process, including test administration, gathering the resultant data, and analysis of that data. During this time, minority freshman enrollment has increased at UHS.
10. Multiple drafts of the draft UHS Admissions Plan were circulated. An interactive process lasted from July 2013 through October 22, 2013 when the final draft of the revised UHS Admissions Plan was presented to TUSD's Governing Board for approval. It was our well-considered assessment that our final recommendations were concordant with the USP's mandate of 'multiple measures' and were supported by the background research we had undertaken. We decided upon non-cognitive measures based on best practices of other districts in keeping with the unique needs of UHS (a large public school with over 1000 applicants a year). To that end, we expanded UHS admissions criteria to include short essay, teacher evaluation, and motivational resiliency assessments.
11. We are now in the process of piloting the following non-cognitive indicators in the UHS Admissions process for the 2014-15 school year: 1) short-answer essays (as a structured alternative to the concept of a long personal essays), and 2) structured teacher evaluations (preferable to teacher recommendation letters). Short-answer essays correlate more effectively to concepts such as *leadership*, *problem-solving*,

*overcoming hurdles, creativity, etc.* and also are prepared without assistance in a testing environment (instead of at home, where essays can be crafted by others). Teacher evaluations provide more focus than recommendation letters because they elicit a targeted response to those unique qualities needed for success in a demanding academic environment such as UHS.

12. In addition, we have continued to emphasize the vital importance of piloting a resiliency motivation test which will ultimately provide additional points toward admission to UHS. The instrument for this school year is the CAIMI. This test has demonstrated ease and cost-effectiveness of administration.
13. Given the timing of the working group's efforts, there was not a new process under which sophomore entrants applied to UHS for the 2013-2014 school year. At the time I started as ALE Director, the UHS sophomore admissions process had begun the previous May, as necessitated by the August start of the 2013 school year. As the working group learned throughout this process, researching, vetting, sharing, and revising any admissions process for UHS requires a number of months from inception through approval by the Governing Board.
14. UHS is not just a school for academically *gifted* students; it is also a school for academically *motivated* students. Our data from past years indicates that the CoGAT is a good indicator of the level of academic aptitude that students need to have in order to be successful in an extremely academically rigorous environment such as UHS. It is also an indicator for how well-prepared students are academically. Whereas grades can reflect a certain level of academic achievement, they are not a reliable indicator of a student's motivation to learn. This is why we want to see if the CAIMI will help us capture those highly motivated students whose grades or test scores may not reflect these characteristics.
15. Although the CAIMI is being used this year to see how it helps identify students not ordinarily identified for UHS admission, we continue to find and examine *other* motivational tests we can pilot in smaller scale studies (such as Student/Youth Resiliency Test by the United Nations) and a Pearson *resiliency* motivational test.
16. In piloting the short-answer essays and teacher evaluations in the spring of 2014 with a representative sampling of 9<sup>th</sup> graders, we will confirm whether the data supports using those assessments with sophomore applicants for admission in the 2014-15 school year. Data gathered from the sophomore class will then inform our use of the short-answer essays and teacher evaluations (along with points to be assigned) when we conduct 8<sup>th</sup> grade UHS admissions testing for enrollment in the 2015-16 school year. In other words, we already are conducting long-range planning to evaluate effectively both the motivational/resiliency tests, non-cognitive assessment (short-answer essays).
17. In addition, as required by the USP, we are already planning to test *all TUSD* 7<sup>th</sup> graders in May 2014 with the CogAT (approximately 3700 students) in order to open up the

UHS process to all TUSD 7<sup>th</sup> graders (not just those affirmatively seeking out UHS admissions) in the 2014-15 school year.

- 18. Under my leadership the ALE department and UHS are committed to a transparent and continuously improving model for increasing minority student enrollments at UHS *and in all ALE programs*. I cannot emphasize enough that recruitment and retention of students for *all ALE programs*, starting in pre-K and Kindergarten through elementary and middle school, have a direct effect on what is going to happen at UHS.
- 19. Ultimately, increasing access to UHS is dependent on many factors. Admissions criteria, although important, are not dispositive (as noted by our experts as well). Other factors to consider in the larger context include but are not limited to: raising the level of instruction for all students beginning at pre-K and kindergarten, including culturally relevant curriculum at all grade levels, improving teacher training in higher order teaching strategies, and maximizing parental and community outreach to support student academic success. Once these factors are institutionalized, I sincerely believe that the percentages of qualified African-American and Latino students are likely to increase in all advanced learning programs, including University High School.

FURTHER AFFIANT SAYETH NOT.

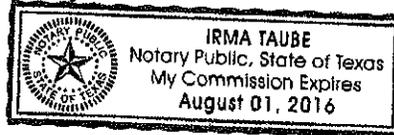
Dated this 13 day of December, 2013

  
 Martha G. Taylor

Texas  
 State of Arizona )  
TARRANT )ss.  
 County of Pima )

SUBSCRIBED AND SWORN TO before me this 13 day of December, 2013, by Martha G. Taylor.

  
 Notary Public



My Commission Expires:

August 01, 2014

# **ATTACHMENT A**

Martha Gabusi Taylor

1930 N. Forty-Niner Dr. ♦ Tucson, AZ 85749 ♦ 520-271-3862 ♦ marthagabusitaylor@gmail.com

**EDUCATION**

- **University of Arizona James E. Rogers College of Law**  
*Juris Doctorate*: May 2010
- **University of Phoenix**: Principal Certification Program (2004)
- **University of Arizona**  
*M.A. College of Education* – History Education (2003)  
*M.A. College of Education* – English Education (1994)  
*B.A. College of Education* – English Education (1984)

**EDUCATION CERTIFICATIONS Arizona**

- **Administrator Certification – Principal**: expires 2014.
- **English 7-12; Social Studies 7-12; Gifted K-12**: all expire 2014.
- **Provisional Structured English Immersion**: expires 2012.

**EDUCATION EXPERIENCE****Diocese of Tucson - St. Ambrose School: A Notre Dame ACE Academy**

- Principal** (2009-2011): Solely responsible for the academic and administrative duties required in a PreK-8<sup>th</sup> school with 270 students.
- **Academic**: created new middle school model with reconfigured schedule and more rigorous math and language arts requirements; implemented new math program for grades K-8; implemented new reading program grades Pre-K-5<sup>th</sup>; implemented Renaissance STAR reading and math assessment program; implemented Renaissance Accelerated Reader program for reading comprehension support; provided extensive faculty training for all new academic programs; wrote and received grants totaling over \$100,000.00 – used for science laboratory equipment, new playground, athletic equipment, and redesign of computer lab; monitored and administered all Title I support services in reading and math; initiated Title I summer school for reading and math support; monitored and administered Title II funds; wrote accreditation report that resulted in six-year accreditation status with North Central Association and National Catholic Education Association.
  - **Budget and Finance**: worked with pastor of parish on school budget of 1.2 million annually. Responsible for: oversight of annual budget creation and regular review; oversight of payroll, accounts receivable and accounts payable; Title I/Title II funds; fundraising.
  - **Faculty & Staff**: responsible for hiring, firing and oversight of faculty and staff of thirty employees; created collaborative system of decision-making with faculty; responsible for weekly professional development of 2.5 hours each; implemented school climate model (with University of Notre Dame); wrote weekly staff memo; required extensive off-site professional development for faculty.
  - **Parent Outreach & Communication**: wrote bi-weekly school newsletter; implemented and administered RenWeb parent communication system; oversight of school website; created series of parent meetings/forums; successfully marketed school through increased visibility through television, radio and newspaper press releases and articles about the school; met monthly with Advisory School Board and formed close working relationships with its members; met monthly with school parent organization.
  - **Students**: Increased enrollment of school by 20%; solely responsible for all discipline matters for all students; implemented new discipline system for the middle school; created principal-student forum for 8<sup>th</sup> grade
  - **Community Partnerships** Developed partnerships with local and national organizations including University of Arizona, Rincon Optimist Club, University of Notre Dame, Reading Seeds, San Miguel High School, Pima Community College, Tucson Urban League, Phoenix Suns Foundation,

**Tucson Unified School District: Doolen Middle School**

**Instructional Coach** (2005-2006): Mentored classroom teachers in lesson design, teaching strategies, data analysis, use of technology, and classroom management; visited classrooms regularly and had focused conversations with teachers, as necessary; developed, led and implemented weekly Professional Development for staff of seventy-five on various topics including but not limited to curriculum development, teaching strategies, block schedule, student discipline, student assessment and achievement, special education, data analysis, technology, English-language learning; participated and chaired committees responsible for the hiring of school personnel including principals, teachers and school staff; responsible for curriculum development and implementation; responsible for staff support and morale-building activities; Chair of Site Council (twice).

- **Budget and Finance**: responsible for Title I budget of \$100,000 to develop and implement Title I funded school-wide program in reading and math for at-risk and ELL students; worked with the principal on school-wide budget analysis and implementation; handled fund-raising and finances of yearly student-trips with budgets in excess of \$50,000.

**Administrative Intern** (2004-2005): handled all aspects of assistant principal duties including scheduling, curriculum development, discipline, teacher mentoring, budget analysis and implementation.

**Teacher** (1994 – 2005): developed and taught block-schedule advanced English and U.S. history curriculum in 8<sup>th</sup> grade Gifted and Talented Education program; chair of teaching team; chair of numerous 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; trained at Yale University in the School Development Program regarding school reform; utilized parent volunteers in the classroom and in major fund-raising activities.

**Diocese of Tucson: St. Cyril Elementary School: (1986-1994)**

**Teacher**: Taught seventh and eighth grade English in mixed-grade classes; worked in multi-disciplinary teaching team.

Martha Gabusi Taylor

1930 N. Forty-Niner Dr. ♦ Tucson, AZ 85749 ♦ 520-271-3862 ♦ [marthagabusitaylor@gmail.com](mailto:marthagabusitaylor@gmail.com)**LEGAL EXPERIENCE**

**Rule 38D Certified-Student Practice Rule (Spring, 2008- Spring, 2009):** Certified to practice in court under the supervision of a licensed attorney; represented clients in Pima County Juvenile Court.

**Amphitheater Unified School District - Office of Legal Counsel (Spring 2009)**

- Assisting district's legal counsel.

**UA Law Child Advocacy Clinic (Spring 2008 – Spring 2009):** Appear in court under Student Practice Rule and have full responsibility, with supervision, of dependent minors (10 cases) in juvenile court. My duties include visiting and interviewing clients and their caretakers, appearing in court and representing clients, attending Child and Family Team meetings, writing memos and motions, working with Child Protective Services and affiliated agencies, working with the Attorney General's staff and private legal counsel.

**Tucson Indian Center (Fall 2008 – Spring 2009):** Coordinated scheduling and staffing of legal referral clinic; trained volunteer law students; met with clients.

**U.S. Dept. of Education, Office for Civil Rights / Denver, CO (June - December 2008)**

Conducted legal research and analysis in administrative, education, and civil rights law; researched state and federal legislative histories; assisted in the investigation of complaints of discrimination regarding Title VI (prohibits discrimination based on race, color, national origin), Section 504 and Title II (prohibit disability discrimination), Title IX (prohibits sex discrimination), and the ADA (prohibits age discrimination); assisted with on-site mediation sessions; assisted with interviews of parties to complaints; assisted with major Compliance Review involving access to gifted and talented and advanced placement programs for minority students and students with disabilities.

**Southern Arizona Legal Aid (Summer 2007):** Assisted Legal Aid attorneys in administrative and legal duties including scheduling clinics, calculating child support, and tracking and compiling data and statistics. Staffed Child Support Legal Clinic and Domestic Relations Legal Clinic; interviewed clients and determined legal course of action.

**Juvenile Teaching Clinic (Spring 2007):** Designed and taught intensive workshop on legal rights and responsibilities to minors incarcerated in the Pima County Juvenile Detention Center.

**AWARDS & HONORS**

- Dean's Recognition Award
  - UA Law Deans Achievement Scholarship 2009
  - UA Law Student Rep.: Morris K. Udall Inn of Court 2006-2009
  - UA Law Ares Fellow – Professor Brent White: selected by Professor White to mentor first-year law students and to work as teaching assistant in small class section. 2008-2009
  - Volunteer Lawyer's Program – Student of the Month
  - YWCA Woman on the Move Award 2007, July
  - Ray Davies Humanitarian Award (Educational Enrichment Foundation) 2004
  - Gilder-Lerhman Fellowship - study of American slavery 2003
  - James Madison Fellowship - study of the U.S. Constitution; awarded by the U.S. Congress; studied at Georgetown University 2002
  - Jewish Labor Committee Holocaust Educator Award (study in Poland and Israel) 2001
  - Pima County Middle Level Educator of the Year Award 2000
  - Who's Who in America's Teachers 2000
- (nominated four times by former students)

**COMMUNITY SERVICE**

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

**TECHNOLOGY**

Competent in: Word, Excel, Power Point, Making the Grade, on-line legal research.

**TRAVEL**

Canada, Czech Republic, Belgium, England, France, Ireland, Israel, Italy, Mexico, Netherlands, Switzerland

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Patricia V. Waterkotte (State Bar No. 029231)

pvictory@rllaz.com

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

**IN THE UNITED STATES DISTRICT COURT**

**FOR THE DISTRICT OF ARIZONA**

Roy and Josie Fisher, et al.,

Plaintiffs

CV 74-90 TUC DCB  
(Lead Case)

v.

**AFFIDAVIT OF R. DEAN  
PACKARD**

United States of America,

Plaintiff-Intervenor,

CV 74-204 TUC DCB  
(Consolidated Case)

v.

Anita Lohr, et al.,

Defendants,

and

Sidney L. Sutton, et al.,

Defendants-Intervenors,

Maria Mendoza, et al.

Plaintiffs,

United States of America,

Plaintiff-Intervenor,

v.

Tucson Unified School District No. One, et al.

Defendants.

**AFFIDAVIT OF R. DEAN PACKARD**

STATE OF ARIZONA            )  
  ) ss.  
County of Pima                )

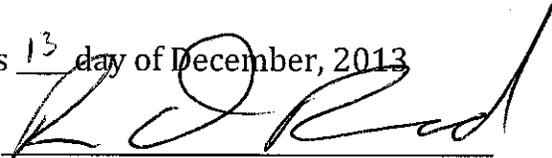
R. Dean Packard, being duly sworn upon his, deposes and states as follows:

1. I am above the age of 18 and am competent to make this affidavit.
2. Since July 2013, I have been employed as the Principal of University High School (UHS). My other professional activities include working as a consultant with the College Board as a national trainer, a trainer of trainers and a writer for the College Board Pre-AP program.
3. I have 17 years of experience in education. My prior experience includes 3 years as Assistant Principal at Tucson High Magnet School, Eight years teaching mathematics at Tucson High Magnet School, six years teaching math, economics and technology at Amphitheater High School. My résumé is appended hereto as ***Attachment A***.
4. In July 2013 after my appointment to UHS, I joined the working group that was evaluating possible revisions to the admissions process at UHS as required in connection with the Unitary Status Plan.
5. As the Principal for UHS I had primary responsibility for assuring clear and open communications with the public about those efforts, and with parent, student and faculty stakeholders concerning USP implementation at UHS.
6. Two different organizations reflect the more structured UHS stakeholder presence. First, we have a site council organized under A.R.S. § 15-351 (requiring each school to form a representative committee of parents, teachers, staff, community members, students, and administrators for consultation on school decision-making). Secondly, we have a very active University High School Parent Association (UHSPA). On top of that are the families of potential future UHS students, our UHS graduates, our active UHS Alumni and Foundation, the public at large, District administration, and the Governing Board.

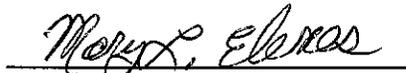
7. From the time I came to UHS as principal in July 2013, either I or my designee reported at Site Council meetings concerning status updates, latest information and changes to the UHS admissions process. At those meetings we actively sought input from interested individuals to take back to the Internal Working Group which was developing and revising the process. The topic was also of great interest to the UHSPA, and in their meeting of August, 2013 I discussed with them the current thinking on the plan, including the proposed use of a resiliency/motivation test to supplement the historic use of the CoGAT and GPA in the school's admissions.
8. As a result of our ongoing and intensive community outreach, we received and ongoing input from a variety of passionate stakeholders, including current and prospective UHS parents and students, UHS faculty and staff, and the public. As the Principal of University High School it was my job to assure that all input received was carefully considered and used to improve and finalize the UHS Admissions Plan in keeping with the will of the community.
9. Public input was overwhelmingly in favor of maintaining the current admissions criteria (CoGAT/grades) while also supplementing those with additional measures. One example concerns the question of whether or not to include a personal essay in the admissions process. Many UHS stakeholders believe that a take-home essay would raise the risk that the essay would reflect the work of persons other than the applicant. We then examined the possibility of short-answer essay questions, which had the advantage of being monitored during test administration.
10. At all times I perceived the process to be interactive and cooperative. I was in communication with the public, UHS families, families of prospective students, District leadership, and our Desegregation Department. By the time the final draft of the UHS Admissions process was ready to go before TUSD's Governing Board, the working group believed that its diligent efforts had considered and addressed the concerns of the Plaintiffs and Special Master as we understood them.
11. I attended Governing Board meetings at which we brought evolving iterations of the UHS Admissions Process to the public. Those Board meetings occurred on July 30, 2013, again on September 10, 2013, and finally on October 22, 2013. On each occasion I reported to the Governing Board concerning the interactive process taking place between the working group, various stakeholders, the public, and the Plaintiffs and Special Master. Based on the public comments received at the Governing Board meeting, and the exhaustive interactive process described above, by the final October 2013 Governing Board meeting, I was

under the impression that no further objections existed to the revised UHS Admissions process.

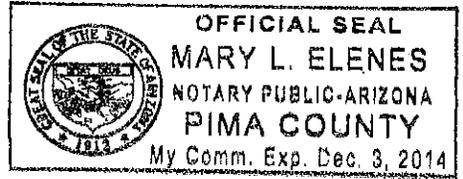
FURTHER AFFIANT SAYETH NOT.

Dated this 13 day of December, 2013  
  
R. Dean Packard

State of Arizona    )  
                                  ) ss.  
County of Pima     )

SUBSCRIBED AND SWORN TO before me this 13<sup>th</sup> day of December, 2013,  
by Mary L. Elenes  
  
Notary Public

My Commission Expires:  
December 3, 2014



# **ATTACHMENT A**

## Dean Packard

1625 S. Avenida Regulo Tucson, AZ 85710

Phone: 520-248-8599 E-Mail: deanpackard@yahoo.com

### Education/Certification

#### Education

Administrative Certification, Northern Arizona University	2009-2010
M.Ed. - Educational Leadership, Northern Arizona University	1998-2000
Teacher Certification, University of Phoenix	1995-1996
BA- Economics, Math minor, University of Arizona	1989-1993

### Administrative and Leadership Experience

#### Assistant Principal Tucson Security and Instruction High Magnet School - July 2010 - Present

Supervise, evaluate, train, and coordinate professional development for teaching staff. Coordinate and train the instructional coaches and peer observation and peer coaching.

Coordinate testing for the school including AIMS, ACT, PSAT, ATI, and Explore.

Train school and district staff in restorative practices, essential elements of instruction and response to intervention.

Use data to facilitate the development of school wide plans that focus on improved instruction, curriculum, literacy programs, response to intervention for students, and community partnerships.

Coordinate student discipline and level II and III interventions for over 750 students.

Supervise the schools Grant programs and technology.

Evaluate the implementation of the SpringBoard program in English and Mathematics. Establish benchmark testing to evaluate the success of the implementation.

#### Lead Trainer College Board SpringBoard Mathematics Program- 1998- Present

Develop trainings nationally for middle and high school teachers on the use of balanced teaching methods, strategies and the implementation of SpringBoard Mathematics.

Coordinated national trainings with up to 10 trainers. Interface with district and school administration to prepare facilities.

Mentored and evaluated trainers to enhance the training experience for the district.

#### **Train the Trainers Mentor/Evaluator 2002-2011**

Helped develop an evaluation tool for the hiring of national trainers for the SpringBoard program.

Facilitated and Mentored Lead trainers as they supervised, and evaluated potential trainers.

Mentored and coached potential trainers, and determined if they were qualified to become national trainers.

#### **Amphitheater High School Science Academy Liaison 2000-2002**

Worked with administration in the design and implementation of school wide staff development.

Facilitated science academy meetings with one fourth of the faculty.

Facilitated trainings on the implementation of the academy program and curriculum development.

#### **Amphitheater High School Technology Coach 2000-2002**

Facilitated the design, implementation and evaluation of Amphitheater High Schools technology plan.

Designed and delivered student and teacher trainings in the use of technology.

Coordinated technology distribution to certified staff; maintained proper function of staff computers and network operations at Amphitheater High.

#### **Arizona Technology Access Program Information Coordinator**

In charge of computer operations for a grant funded assistive technology project.

Database development and maintenance, web page development, budget analysis, LAN management.

Facilitated computer training for staff and statewide consumer requests.

Staff liaison for Arizona Families online project.

#### **Founding Board Member for The Ben's Bells Project**

Helped in the development of the Ben's Bells Project. Ben's bells mission is to inspire, educate and motivate each other to realize the impact of intentional kindness and to empower individuals to act according to that awareness, thereby changing our world.

## Teaching Experience

### **Tucson High Magnet School**

**August 2002-May 2010**

Mathematics Teacher-Algebra, Honors Algebra, Geometry, Pre-Calculus, Honors Pre-Calculus, AP Calculus

Worked with professional learning community development within the math department.

Trained the math department and acted as a mentor on the implementation of discovery learning strategies and methodologies to enhance student learning.

### **Amphitheater High School**

**January 1997-May 2002**

Mathematics/Technology/Economics Teacher- Title 1 Math, Pre-Algebra, Algebra, Geometry, Pre-Calculus, A+ Computer Training, AP Economics.

Created the curriculum for and obtained district approval for a new course for students that would qualify them to take the A+ computer certification.

Implemented Pacesetter mathematics to increase the number of minority students taking Calculus in high school.

### **Private Contractor with The College Board**

**2000-Present**

#### **National Trainer: Math With Meaning, Administrator Training**

Trained middle and high school teachers and administrators on mathematics content and pedagogy to enhance student learning in mathematics, and the administrator role in the implementation process.

#### **National Trainer: Pacesetter Pre-Calculus**

Trained Pre-Calculus teachers on how to use investigative teaching strategies to improve student understanding and increase access to AP Calculus for more minority students.

#### **FCAT Trainer-Florida Partnership**

Trained Algebra 1 and Geometry teachers in mathematics content and pedagogy that improves student test scores without teaching to the test.

Trained teachers on the development of materials to enhance non-traditional teaching methods within their classrooms.

## Writing Experience

### Curriculum writer for the SpringBoard Mathematics Program

One of a small team of teachers that developed and wrote SpringBoard mathematics books 1<sup>st</sup>-3<sup>rd</sup> editions for middle school mathematics through Pre-Calculus. This program is the College Boards Pre-AP program designed to increase the number and diversity of students that are prepared for success in college.

### Pacesetter Assessment Development Team

Worked with The Educational Testing Service (ETS) do design the Pacesetter National Performance Assessment.

### Publications

SpringBoard Mathematics, Middle School Level 3, Algebra 1, Algebra 2, Pre-Calculus  
Packard, Dean, Isaac, R. Mark, Bail, Joseph, (2001) Asymmetric Benefits in the Voluntary Contribution Mechanism, *Research in Experimental Economics*, Volume 8 pages 99-115

### Conference Presentations:

AP Annual Conference. July 14-18, 2010 in Washington, D.C  
NCTM-National Conference Los Angeles  
The College Board Western Regional Conference-Las Vegas  
The College Board SpringBoard Conference - San Antonio  
Four-time presenter Southern Arizona MEAD Conference-Tucson  
The College Board Western Regional Conference 2011- San Francisco  
The College Board Western Regional Conference 2011 - Austin

### Coaching Experience

Amphitheater Middle School Girls Basketball Coach  
Randolph Soccer Club Soccer Coach  
Frontier Little League Baseball Coach

### Awards

Finalist Circle K Outstanding High School Faculty	2003-2004
William Sears Vision in Action Award	2007
Compass Healthcare Dynamic Duo Award	2007
Tucson Parks and Recreation Commissioners Award	2007
Governor's Arts Award - Community	2009
El Tour De Tucson Man of the Year Award	2009

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pvictory@rllaz.com

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

**IN THE UNITED STATES DISTRICT COURT**

**FOR THE DISTRICT OF ARIZONA**

Roy and Josie Fisher, et al.,

Plaintiffs

CV 74-90 TUC DCB  
(Lead Case)

v.

**AFFIDAVIT OF LISA ANNE  
SMITH**

United States of America,

Plaintiff-Intervenor,

CV 74-204 TUC DCB  
(Consolidated Case)

v.

Anita Lohr, et al.,

Defendants,

and

Sidney L. Sutton, et al.,

Defendants-Intervenors,

Maria Mendoza, et al.

Plaintiffs,

United States of America,

Plaintiff-Intervenor,

v.

Tucson Unified School District No. One, et al.

Defendants.

**AFFIDAVIT OF LISA ANNE SMITH**

STATE OF ARIZONA            )  
  ) ss.  
County of Pima                )

Lisa Anne Smith, being duly sworn upon her oath, deposes and states as follows:

1. I am above the age of 18 and am competent to make this affidavit.
2. I am an attorney duly licensed to practice law in the State of Arizona, and I am the Managing Shareholder in the Tucson office of DeConcini McDonald Yetwin & Lacy, P.C., one set of attorneys hired by the Tucson Unified School District (“TUSD”) in this matter. I make this affidavit in support of the Objection and Response to Special Master’s Report and Recommendations Regarding University High School.
3. In our capacity as attorneys for TUSD, attorneys from this firm, including me, were involved in negotiating objections received from Plaintiffs and the Special Master in connection with the review and revision of the admissions process for University High School (“UHS”) in order to satisfy Section V(A)(5) of the Unitary Status Plan (“USP”).
4. After District representatives and counsel reviewed and discussed comments, concerns, and suggestions from and with the Plaintiffs and the Special Master over a period of ten months, a formal version of the UHS admissions plan was approved by the TUSD’s Governing Board on October 22, 2013 (the “Plan”).
5. The Mendoza Plaintiffs, Fisher Plaintiffs, and the Special Master thereafter each submitted written objections and/or comments to the Plan.
6. Samuel E. Brown, the Desegregation Director for TUSD, (“Sam”) and the UHS Internal Working Group reviewed and analyzed the objections to the Plan. On November 13, 2013, I sent a document to the parties entitled UHS Responses, which responded to the Mendoza Plaintiffs’ objections. **Attachment A**. This document was prepared by Sam. I sent a follow-up email two minutes after that initial email addressed solely to counsel for the Mendoza Plaintiffs requesting a conversation to discuss the Mendoza Plaintiff’s remaining objections to the Plan. **Attachment B**.
7. On the evening of November 13, 2013 – the same day that I sent TUSD’s response to the Mendoza Plaintiffs’ objections – the parties received a stand-alone email from the Special Master. **Attachment C**. In this email, the Special Master (1) stated that the parties have agreed to his alternative plan, (2) that the Special Master would be

submitting a report and recommendations to the Court, and (3) requested objections to the Special Master's proposal.

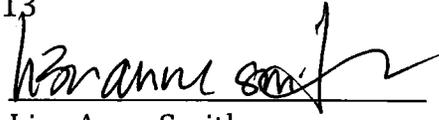
8. On November 14, 2013, the Mendoza Plaintiffs responded to TUSD's email requesting a meeting to discuss the Mendoza Plaintiffs' objections to the Plan. **Attachment D.** The Mendoza Plaintiffs advised they were "puzzled" as a result of receiving the Special Master's email regarding his intent to submit a report and recommendations to the Court on the same day as receiving the District's responses to objections. This is understandable, as the parties had not yet had any opportunity to attempt to resolve the expressed objections. The Mendoza Plaintiffs also acknowledged TUSD's "very complete" responses to their objections. Sam responded to the Mendoza Plaintiffs' email and requested by email a list of the Mendoza Plaintiffs' unresolved objections to the Plan. **Attachment E.** I never saw or received a response to this latter email.
9. On November 15, 2013, with Sam's input and approval, I forwarded a revised version of the Plan (the "Revised Plan"), including supplemental Appendix L, to the Special Master and Plaintiffs. With those documents, I submitted a 9-page Memorandum specifically identifying how the revisions addressed the parties' objections and responding to each additional party objection that was not specifically resolved by the Revised Plan ("Memorandum"). **Attachment F.**
10. I heard nothing further from the Plaintiffs or the Special Master regarding the Revised Plan or the Memorandum. I received no copies of any correspondence between the Plaintiffs and Special Master indicating any further objections, concerns, or requests for a report and recommendations from the Special Master, nor was I advised that anyone within TUSD had either.
11. On November 22, 2013, I received the Special Master's Report & Recommendation ("R&R") via email, contemporaneously with his communication submitting it to the Court clerk.
12. Given that neither I nor TUSD had received any further objections to the Revised Plan or had received a response to the Memorandum from any party or the Special Master, I had assumed that there were none. Accordingly, I sent an email to the Special Master on December 6, 2013 requesting information regarding further objections or concerns from the Plaintiffs to the Revised Plan or any response to the Memorandum. **Attachment G.** I also specifically asked the Special Master if the Plaintiffs had requested that he prepare the R&R after November 15, 2013 or if the request had only come prior to November 15, 2013. The Special Master responded on December 9, 2013 but did not specifically address my concerns or questions. **Attachment G.**

13. I sent a follow-up email to the Special Master on December 9, 2013 again reiterating my questions regarding the timing of the Plaintiff's request for the R&R and Plaintiffs' objections to the Revised Plan. **Attachment H**. The Special Master responded on December 9, 2013 but again avoided answering my questions. **Attachment H**.
14. I sent a third email to the Special Master again requesting information regarding the Plaintiffs' objections to the Revised Plan or a response to the Memorandum. **Attachment I**. The Special Master directly responded to these questions, but he did not provide any correspondence providing evidence of Plaintiffs' objections to the Revised Plan. **Attachment I**.
15. On December 10, 2013, I specifically requested any correspondence from the Plaintiffs to the Special Master regarding the Plaintiffs' unresolved concerns. **Attachment J**.
16. The Mendoza Plaintiffs, who were sent copies of all the above correspondence (including Attachments A-H, K), interjected by email on December 10, 2013. **Attachment K**. The Mendoza Plaintiffs indicated their belief was that the R&R satisfied their concerns; however, in answering my questions regarding the Plaintiffs' objections, the Mendoza Plaintiffs stated, "we did not need to tell Dr. Hawley that the District's memorandum on November 15 and Appendix L failed to resolve all of our concerns and objections." Such an assertion implies that they, in fact, did not voice concerns or objections to the Revised Plan or to the Memorandum.
17. Rather than provide the specific correspondence from the Plaintiffs describing their concerns and further objections to the Revised Plan and the Memorandum in response to my December 10, 2013, email, the Special Master simply deferred to the Mendoza Plaintiffs' reply dated December 10, 2013, and attached as **Attachment J** hereto and to the R&R.

[Signature Page Follows]

FURTHER AFFIANT SAYETH NOT.

Dated this 13<sup>th</sup> day of December, 2013



Lisa Anne Smith

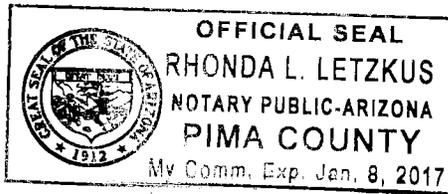
State of Arizona            )  
  )  
County of Pima            ) ss.

SUBSCRIBED AND SWORN TO before me this 13<sup>th</sup> day of December, 2013, by  
Lisa Anne Smith.

  
Notary Public

My Commission Expires:

1-8-2017



# **ATTACHMENT A**

**From:** Smith, Lisa Anne <lasmith@dmyl.com>  
**Sent:** Wednesday, November 13, 2013 9:44 PM  
**To:** Willis D. Hawley; Nancy Ramirez-MALDEF; LoisD. Thompson; Jr.' 'Rubin Salter; Zoe Savitsky; Anurima Bhargava; Samuel Brown  
**Subject:** Response to Mendoza objections to UHS admissions plan  
**Attachments:** UHS Responses.docx; ATT00001.htm

Please see the attached document, which responds to the Mendoza objections to the UHS admissions plan. I will respond to the additional Fisher objections tomorrow.

LisaAnne

Sent from my iPhone

## Mendoza Comments/Responses

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

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

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

# **ATTACHMENT B**

**From:** Smith, Lisa Anne <lasmith@dmyl.com>  
**Sent:** Wednesday, November 13, 2013 9:46 PM  
**To:** Nancy Ramirez-MALDEF; LoisD. Thompson; Samuel Brown  
**Subject:** UHS Admissions Plan

Sam wanted me to let you know that he would be happy to talk with you about your objections to the UHS admissions plan, most or all of which we believe can be resolved to your satisfaction. Please let us know if you would be willing to have a conversation about this.

LisaAnne

Sent from my iPhone

# **ATTACHMENT C**

**From:** Willis D. Hawley <wdh@umd.edu>  
**Sent:** Wednesday, November 13, 2013 7:03 PM  
**To:** Rubin Salter, Jr.; Nancy Ramirez; Thompson, Lois D.; Bhargava, Anurima (CRT) (Anurima.Bhargava@usdoj.gov); 'Savitsky, Zoe (CRT)' (Zoe.Savitsky@usdoj.gov); Smith, Lisa Anne; Stamps, Sesaly O.; Brown, Samuel  
**Subject:** UHS admissions

The private plaintiffs have both objected to the District's proposed admission criteria for UHS. I proposed an alternative plan to which the private plaintiffs agreed. The District has decided to stay with its proposed plan. Pursuant to the requirements of the USP, I will be submitting a report and recommendations to the Court as soon as I can. The recommendations in this report will look very much like the proposal I made to the District. Should the District wish to send me its objections to my proposal, I will include it in my report.

**Willis D. Hawley**  
**Professor of Education and Public Policy**  
**University of Maryland**  
**Director, Teaching Diverse Student Initiative**  
**Southern Poverty Law Center**

# **ATTACHMENT D**

---

**From:** Thompson, Lois D. <lthompson@proskauer.com>  
**Sent:** Thursday, November 14, 2013 9:56 AM  
**To:** Smith, Lisa Anne  
**Cc:** 'Brown, Samuel'; Nancy Ramirez  
**Subject:** FW: UHS admissions

Lisa Anne,

I am writing in response to your email of last night in which you conveyed Sam's offer to discuss the Mendoza Plaintiffs' objections to the UHS admissions process. Nancy and I are happy to have that discussion, which we think should also include Dr. Hawley and Rubin Salter, but are a bit puzzled about where things stand given Dr. Hawley's email copied below and your email of November 13 transmitting responses to our objections (which we acknowledge were very complete notwithstanding that they did not fully resolve our issues). At this point would the "agenda" be to further discuss those responses and/or the approach Dr. Hawley proposed?

Nancy and I are not available today or tomorrow but can be available for a conversation next week.

**Lois D. Thompson**

Partner

[Proskauer](#)

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[lthompson@proskauer.com](mailto:lthompson@proskauer.com)

greenspaces

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**From:** Willis D. Hawley [<mailto:wdh@umd.edu>]  
**Sent:** Wednesday, November 13, 2013 6:03 PM  
**To:** Rubin Salter, Jr.; Nancy Ramirez; Thompson, Lois D.; Bhargava, Anurima (CRT) ([Anurima.Bhargava@usdoj.gov](mailto:Anurima.Bhargava@usdoj.gov)); 'Savitsky, Zoe (CRT)' ([Zoe.Savitsky@usdoj.gov](mailto:Zoe.Savitsky@usdoj.gov)); Smith, Lisa Anne; Stamps, Sesaly O.; Brown, Samuel  
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**Willis D. Hawley**  
**Professor of Education and Public Policy**  
**University of Maryland**  
**Director, Teaching Diverse Student Initiative**  
**Southern Poverty Law Center**

\*\*\*\*\*

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# **ATTACHMENT E**

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**From:** Brown, Samuel <Samuel.Brown@tusd1.org>  
**Sent:** Thursday, November 14, 2013 10:01 AM  
**To:** Thompson, Lois D.; Smith, Lisa Anne  
**Cc:** Nancy Ramirez  
**Subject:** RE: UHS admissions

Lois: thank you, if we cannot discuss this week, perhaps you could transmit via email what precisely you feel is still unresolved. Thanks, Sam

---

**From:** Thompson, Lois D. [<mailto:lthompson@proskauer.com>]  
**Sent:** Thursday, November 14, 2013 9:56 AM  
**To:** [lasmith@dmyl.com](mailto:lasmith@dmyl.com)  
**Cc:** Brown, Samuel; Nancy Ramirez  
**Subject:** FW: UHS admissions

Lisa Anne,

I am writing in response to your email of last night in which you conveyed Sam's offer to discuss the Mendoza Plaintiffs' objections to the UHS admissions process. Nancy and I are happy to have that discussion, which we think should also include Dr. Hawley and Rubin Salter, but are a bit puzzled about where things stand given Dr. Hawley's email copied below and your email of November 13 transmitting responses to our objections (which we acknowledge were very complete notwithstanding that they did not fully resolve our issues). At this point would the "agenda" be to further discuss those responses and/or the approach Dr. Hawley proposed?

Nancy and I are not available today or tomorrow but can be available for a conversation next week.

**Lois D. Thompson**

Partner

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**From:** Willis D. Hawley [<mailto:wdh@umd.edu>]  
**Sent:** Wednesday, November 13, 2013 6:03 PM  
**To:** Rubin Salter, Jr.; Nancy Ramirez; Thompson, Lois D.; Bhargava, Anurima (CRT) ([Anurima.Bhargava@usdoj.gov](mailto:Anurima.Bhargava@usdoj.gov)); 'Savitsky, Zoe (CRT)' ([Zoe.Savitsky@usdoj.gov](mailto:Zoe.Savitsky@usdoj.gov)); Smith, Lisa Anne; Stamps, Sesaly O.; Brown, Samuel  
**Subject:** UHS admissions

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recommendations in this report will look very much like the proposal I made to the District. Should the District wish to send me its objections to my proposal, I will include it in my report.

**Willis D. Hawley**  
**Professor of Education and Public Policy**  
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\*\*\*\*\*

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# **ATTACHMENT F**

---

**From:** Smith, Lisa Anne <lasmith@dmyl.com>  
**Sent:** Friday, November 15, 2013 7:13 PM  
**To:** 'wdh@umd.edu'; 'Nancy Ramirez- MALDEF (nramirez@maldef.org)'; 'Thompson, Lois D. (lthompson@proskauer.com)'; 'Rubin Salter, Jr.' (rsjr3@aol.com)'; 'Bhargava, Anurima (CRT) (Anurima.Bhargava@usdoj.gov)'; 'Savitsky, Zoe (CRT)' (Zoe.Savitsky@usdoj.gov)'; 'Brown, Samuel (Samuel.Brown@tusd1.org)'; Stamps, Sesaly O.  
**Subject:** TUSD's Response to Special Master's Report and Recommendation and to Party Objections  
**Attachments:** Response to UHS Recommendation.PDF; 9 UHS Admissions 5.0 [11.14.13.DOCX; Appendix L - Proposed [11.14.1.DOCX

All,

Attached is the District's memo addressing the objections raised by the Mendoza Plaintiffs and the Fisher Plaintiffs, as well as the Special Master's draft report and recommendation. I have also attached two documents, referenced in the memo as Exhibits 1 and 2. Exhibit 1 is a revision to the UHS Admissions Plan. The changes to the version are minor and are shown in redline. Exhibit 2 is a new Appendix L to the Admissions Plan, which is referenced in the revised plan.

Lisa Anne

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---

M E M O R A N D U M

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**TO:** Special Master Willis Hawley

**FROM:** Lisa Anne Smith

**DATE:** November 15, 2013

**RE:** UHS Admissions: TUSD's Response to draft Report and Recommendation

---

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

**I. Mendoza Objections:**

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

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

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

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

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November 15, 2013

Page 2

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

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

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

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

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

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

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

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ATTORNEYS AT LAW

November 15, 2013

Page 3

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

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

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

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

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

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

**II. Fisher Objections:**

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

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

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

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

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

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

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

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

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

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

**Response:** See above.

### III. Summary of Plaintiff Objections and District’s Response

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

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**IV. Special Master Proposal**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**C. Special Master’s Recommendation to the Court**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**IV. Conclusion**

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

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



## University High School Admissions Process Revision (Mendoza response 11/2/13)

### **I. USP LANGUAGE**

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

#### ***V. QUALITY OF EDUCATION***

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

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

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

### **II. EXECUTIVE SUMMARY**

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

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

The new proposed admissions process will be applied in a fair, equitable, and race-neutral manner. Although TUSD endeavors to positively impact the percentages of African American and Hispanic enrollment and success at UHS, the proposed application process is designed to be impartial and to offer equity and fairness to all students who apply.

### **III. DEFINITIONS**

Unitary Status Plan (USP)	The USP is a federal-court mandated plan to guide TUSD in its efforts to achieve “unitary status” by eliminating the vestiges of a “dual-system” that operated until the 1950s.
Parties and Special Master	The USP stems from a federal school desegregation court case called <i>Fisher-Mendoza v. TUSD</i> . The parties to the case include TUSD, two plaintiffs groups representing African American and Latino students respectively, and the United States of America, represented by the Department of Justice. There is a court-appointed “Special Master” who oversees implementation, including monitoring and reporting, on behalf of the federal court.
Advanced Learning Experiences (ALEs)	USP Section V(A) identifies TUSD’s GATE Programs, Advanced Academic Courses (AP, Pre-AP, Dual-Credit), and UHS as ALEs. These are areas where there has been historically low African American and Latino student participation in comparison to the percentages of the TUSD as a whole.

### **IV. BACKGROUND AND TIMELINE**

The admissions process was first created through a UHS Advisory Report in 1987. It was revised in 1988, 1989, and 1991 by the UHS Matrix Review Committee. In 1997, the UHS school council adopted revised admissions guidelines. It was revised again in December 2009, and March 2010. The current policy was approved by UHS School Council in April 2011. The purpose of the admissions policy, including the entrance exam, is to recruit and retain a diverse and qualified student population.

In March 2013, the UHS Principal, Ms. Elizabeth Moll, established a UHS Admissions Internal Working Group that included Mike Schmidt, a UHS mathematics teacher for the past twelve years who represents the faculty and serves as a liaison to the Instructional Council, the Assistant Principal Amy Cislak who serves on the UHS Site Council, and Dr. Juliet King, an A&R Research Project Manager, who has managed the school’s admissions for the past four years. With Principal Moll’s retirement at the end of school year 2013-14, the new Principal, Dean Packard, has taken her place. The other members have remained in the Working Group. Additional constituents have been recruited to give input and feedback on the process including: Carmen Hernandez - UHS Learning Support Coordinator; Treya Allen - UHS Career and Technical Counselor; Loraine Blackmon - UHS Office Manager, site council member and UHS Foundation Board member; Terry Adkins - parent and site council member; Matt Ulrich – UHS mathematics teacher and site council member; and Mickey Cronin - student and site council member.

The ALE Director and new principal of UHS were hired on July 1<sup>st</sup> 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 8<sup>th</sup> 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 9<sup>th</sup> and 10<sup>th</sup> 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 77<sup>th</sup> 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.

<b>GPA</b>	<b>Points</b>
4.00	36
3.99-3.86	34
3.85-3.72	32
3.71-3.58	30
3.57-3.44	28
3.43-3.30	26
3.29-3.15	24

<b>CogAT Stanine Test Score</b>	<b>Points</b>
9	27
8	24
7	21
0-6	0

3.14-3.00	22
2.99-0	0

## **VI. REVIEW PROCESS**

The UHS Admissions Internal Working Group met several times to discuss the current admissions policy for freshman and to identify areas for review and revision. Early consensus from the working group determined that additional admissions criteria should be objective and well-defined. The initial feeling was that the use of interviews, personal essays and/or staff recommendations could inject subjectivity into the process, and could reduce the transparency and consistency of the admissions.

Since that time, a larger constituent group has had the opportunity to participate in discussions and overview of the admissions process. Multiple experts have been contacted and additional research has been completed as TUSD adjusted to the UHS principal transition and the hiring of an ALE Director. In addition, feedback has been received from the TUSD School Board, the Plaintiffs, and the Special Master. To this end, a more complete outline of a draft admission processes is outlined below.

### **A. Expert Analysis**

Multiple experts were contacted and interviewed regarding best practices, multiple measures, and other related topics.

Experts Contacted:

- |  |                             |
|--|-----------------------------|
| 1. Kenneth Bonamo<br>(Principal, Scarsdale High School, Scarsdale, NY)   | September 5, 2013           |
| 2. Dr. Chester Finn (co-author, Exam Schools)  | August 22, 2013             |
| 3. Jeannie Franklin<br>(Director, Division of Consortia Choice and Application,<br>Montgomery County Public Schools) | Pending (September 9, 2013) |
| 4. Dr. Angela Hockett (co-author, Exam Schools)  | August 21, 2013             |
| 5. Dr. Lannie Kanevsky at the Simon Fraser University<br>(expertise in Academic Resiliency/Motivation scales)        | July 2, 2013                |
| 6. Kelly Lofgren<br>(Admissions Coordinator, Illinois Mathematics & Science<br>Academy [IMSA], Aurora, Illinois)     | August 16, 2013 (email)     |
| 7. Dr. Tonya Moon, University of Virginia<br>(expertise in Gifted Education and Academic Diversity)                  | August 22, 2013             |

*See Appendix A and AA for summaries of interviews.*

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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. [See Appendix L, #1](#)

### **YEAR 1 (for students applying in 2013-14 to enroll in 2014-15)**

#### **A. Freshman**

1. Eighth grade students that apply for admissions for the 2014-15 school year will complete a pilot admissions process.
  - a. Students will take the Cognitive Abilities test (CogAT) – Form 7.
  - b. Testing sites will be arranged for all middle schools that have applicants on site.
  - c. UHS will have two alternative testing dates on site for any student unable to test at their home school or students from outside the district.
  - d. A minimum composite score of 7 will qualify students for points towards admission.
2. GPA
  - a. A student's cumulative grade point (GPA) average is calculated from final grades for the second semester of seventh grade and the first semester of the eighth grade school years.
  - b. A minimum cumulative GPA 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 8<sup>th</sup> 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 score (see below). After the first year, we will look at the motivation test scores and reevaluate the weight/point distribution at that time. [See Appendix L, #2](#)

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. [See Appendix L, #3](#)
5. Non-Cognitive Admissions Component (Sedlacek and Brooks): [Essay](#) questions would be developed for short answer responses that would be given at the same time as the Motivation assessment. These questions [will comprise an applicant's "essay"](#) and 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 [evaluations](#) 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 reflects the preparation of current UHS students at this level. Any admissions of Juniors and Seniors is subject to space availability. There may be times when no Junior or Senior students will be admitted. If there are openings and applications are accepted, the following criteria will be piloted.

Students must:

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 subjects 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. See Appendix L, #4.
  - 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 MEASURES): All eighth and ninth grade applicants will take the CAIMI OR OTHER RELEVANT MEASURES.
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**

- A. UHS will create a committee that will review the process and results of admissions yearly. Changes will be considered for the next admissions cycle. [See Appendix L, #5.](#)

**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.

DRAFT

## Appendix L

1. All 7<sup>th</sup> graders will be given the appropriate UHS admission tests in the spring of each school year.
2. The motivation test will be used as an additive score with a possible point value of up to five points.
3. District Accountability and Research will analyze the results of the pilot CAIMI for effectiveness and efficiency. If it is determined that the CAIMI does not meet the intended results, other relevant assessments will be evaluated.
4. ~~A rubric will be developed to weight GPA and transcript analysis that yields higher values for higher GPA and honors/advanced coursework. For example, a student could be given an additional point for taking an advanced level class, regardless of the grade earned.~~ The process for transcript analysis will be determined based on an evaluation of the Year 1 Sophomore pilot.
5. UHS will create a committee that will review the process and results of admissions yearly, including analyzing the correlation among the CogAt, GPA, CAIMI and any non-cognitive assessments used, with the results broken out by the race, ethnicity and ELL status of students. Changes will be considered for the next admissions cycle.

# **ATTACHMENT G**

---

**From:** Willis D. Hawley <wdh@umd.edu>  
**Sent:** Monday, December 09, 2013 3:10 PM  
**To:** Smith, Lisa Anne  
**Cc:** Brown, Samuel (Samuel.Brown@tusd1.org); Tolleson, Julie (Julie.Tolleson@tusd1.org); nramirez@maldef.org; Thompson, Lois D.; Rubin Salter, Jr.  
**Subject:** RE: UHS report and recommendation

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Bill

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**From:** Smith, Lisa Anne [<mailto:lasmith@dmyl.com>]  
**Sent:** Friday, December 06, 2013 5:56 PM  
**To:** Willis D. Hawley  
**Cc:** Brown, Samuel ([Samuel.Brown@tusd1.org](mailto:Samuel.Brown@tusd1.org)); Tolleson, Julie ([Julie.Tolleson@tusd1.org](mailto:Julie.Tolleson@tusd1.org))  
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Thanks.

Lisa Anne

Lisa Anne Smith  
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2525 E. Broadway, Suite 200  
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**To:** Smith, Lisa Anne  
**Cc:** Brown, Samuel (Samuel.Brown@tusd1.org); Tolleson, Julie (Julie.Tolleson@tusd1.org); nramirez@maldef.org; Thompson, Lois D.; Rubin Salter, Jr.  
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Bill

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**From:** Smith, Lisa Anne [mailto:[lasmith@dmyl.com](mailto:lasmith@dmyl.com)]  
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# **ATTACHMENT I**

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**Sent:** Tuesday, December 10, 2013 11:58 AM  
**To:** Smith, Lisa Anne  
**Subject:** RE: UHS report and recommendation

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# **ATTACHMENT J**

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**From:** Willis D. Hawley <wdh@umd.edu>  
**Sent:** Tuesday, December 10, 2013 6:14 PM  
**To:** Smith, Lisa Anne  
**Subject:** RE: UHS report and recommendation

I was about to respond but I think Lois' comments and the R&R deal with this matter. Bill

---

**From:** Smith, Lisa Anne [mailto:[lasmith@dmyl.com](mailto:lasmith@dmyl.com)]  
**Sent:** Tuesday, December 10, 2013 2:12 PM  
**To:** Willis D. Hawley  
**Cc:** Brown, Samuel (Samuel.Brown@tusd1.org); Tolleson, Julie (Julie.Tolleson@tusd1.org)  
**Subject:** RE: UHS report and recommendation

Can you please forward to me whatever was provided to you to identify which concerns remained unresolved?

Lisa Anne Smith  
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I do not know when the Court will respond. I did request expedited action. I assume that the District is looking into how it might respond should the Court accept my recommendations. It already has information about the kinds of essays applicants might submit and the types of information students provide as "non-cognitive measures". And, the District has implied that such measures might be used in future years so that whatever investment is made in this regard will be productive in any case.

Bill

---

**From:** Smith, Lisa Anne [<mailto:lasmith@dmyl.com>]  
**Sent:** Friday, December 06, 2013 5:56 PM  
**To:** Willis D. Hawley  
**Cc:** Brown, Samuel ([Samuel.Brown@tusd1.org](mailto:Samuel.Brown@tusd1.org)); Tolleson, Julie ([Julie.Tolleson@tusd1.org](mailto:Julie.Tolleson@tusd1.org))  
**Subject:** UHS report and recommendation

Bill,

As you know, we submitted a memo to you and the parties on November 15, 2013, responding to each of the objections raised by the Fisher and Mendoza Plaintiffs and attaching the new Appendix L which was designed to respond directly to concerns raised by the Plaintiffs. We did not see any response from the Plaintiffs to that memo or those changes. Did you receive any information from the Plaintiffs regarding further concerns or objections remaining after the District took that additional action (or, on the other hand, that the memo and Appendix addressed their concerns satisfactorily)? Did they make a request after our November 15 and the accompanying voluntary resolution of those concerns for a Recommendation and Report, or did their only requests come prior to that memo?

Thanks.

Lisa Anne

Lisa Anne Smith  
DeConcini McDonald Yetwin & Lacy, P.C.  
2525 E. Broadway, Suite 200  
Tucson, AZ 85716  
(520) 322-5000  
(520) 322-5585 (fax)  
[lasmith@dmyl.com](mailto:lasmith@dmyl.com)  
[www.deconcinimcdonald.com](http://www.deconcinimcdonald.com)

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# **ATTACHMENT K**

---

**From:** Thompson, Lois D. <lthompson@proskauer.com>  
**Sent:** Tuesday, December 10, 2013 6:04 PM  
**To:** Smith, Lisa Anne; 'Brown, Samuel'  
**Cc:** wdh@umd.edu; 'Rubin Salter, Jr.'; 'Bhargava, Anurima (CRT)'; 'Savitsky, Zoe(CRT)'; nramirez@MALDEF.org  
**Subject:** Re: UHS report and recommendation

Lisa Anne,

We are puzzled by your repeated emails to Dr. Hawley with respect to the Report and Recommendation ("R&R") he filed concerning the UHS admissions plan.

It is quite clear to us that in that R&R Dr. Hawley addresses issues with the admissions plan and the District's failures to comply with the USP with respect to the timing and process for the creation of the plan that have repeatedly been the subjects of comment/objection by the Mendoza (and Fisher) Plaintiffs and that were not resolved by your memo of November 15, 2013 or the new "Appendix L" to the plan. It is equally clear to us that Dr. Hawley did exactly what we would have expected him to do with respect to our request for a report and recommendation when he thereafter received that November 15 memo and Appendix L. He determined which issues had been resolved by the memo and Appendix L and treated them accordingly in his R&R. (Therefore, he did not address the Mendoza Plaintiffs' objection to the failure to commit to testing 7<sup>th</sup> graders because Appendix L now says that will occur; he referenced the clarification that makes explicit that the "motivation test" will be used as an additive score with a possible point value of up to five points; and he omitted reference to the Mendoza Plaintiffs' objection to the portion of the plan that referred to assigning grades in certain classes additional points for purposes of calculating an applicant's GPA because Appendix L at least temporarily moots that issue. )

To answer your questions directly: we did not need to tell Dr. Hawley that the District's memorandum of November 15 and Appendix L failed to resolve all of our concerns and objections. That was apparent. Before he filed his R&R, Dr. Hawley informed us that he would not address an issue like the testing of 7<sup>th</sup> graders in his R&R because through its memo and Appendix L, the District had brought itself into compliance with the USP on that particular issue.

We hope the foregoing sets this issue to rest.

Lois

**Lois D. Thompson**

Partner

[Proskauer](#)

2049 Century Park East

Suite 3200

Los Angeles, CA 90067-3206

d 310.284.5614

f 310.557.2193

[lthompson@proskauer.com](mailto:lthompson@proskauer.com)

greenspaces

Please consider the environment before printing this email.

---

**From:** Smith, Lisa Anne [<mailto:lasmith@dmyl.com>]  
**Sent:** Tuesday, December 10, 2013 9:50 AM  
**To:** 'Willis D. Hawley'  
**Cc:** Brown, Samuel ([Samuel.Brown@tusd1.org](mailto:Samuel.Brown@tusd1.org)); Tolleson, Julie ([Julie.Tolleson@tusd1.org](mailto:Julie.Tolleson@tusd1.org)); [nramirez@maldef.org](mailto:nramirez@maldef.org);  
Thompson, Lois D.; Rubin Salter, Jr.  
**Subject:** RE: UHS report and recommendation

Bill,

I ask because we prepared a careful, point by point response to the Plaintiffs' concerns and never heard anything further on the matter from them or you until the R&R was submitted. We would like to know which of their objections the Plaintiffs believe were not adequately addressed. I thought they were simple questions, but I will rephrase them:

After the District's memo, did the Plaintiffs tell you that the response was inadequate and that they still wanted to go forward?

After the District's memo, did they identify which of their objections remained unresolved?

Lisa Anne  
Lisa Anne Smith  
DeConcini McDonald Yetwin & Lacy, P.C.  
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---

**From:** Willis D. Hawley [<mailto:wdh@umd.edu>]  
**Sent:** Monday, December 09, 2013 4:34 PM  
**To:** Smith, Lisa Anne  
**Cc:** Brown, Samuel ([Samuel.Brown@tusd1.org](mailto:Samuel.Brown@tusd1.org)); Tolleson, Julie ([Julie.Tolleson@tusd1.org](mailto:Julie.Tolleson@tusd1.org)); [nramirez@maldef.org](mailto:nramirez@maldef.org);  
Thompson, Lois D.; Rubin Salter, Jr.  
**Subject:** RE: UHS report and recommendation

What are the reasons for these questions? The provisions of the USP require that I submit to the Court objections raised by the plaintiffs. As you can see, I copied the plaintiffs in my response. I have no reason to believe that they believe that the R&R I submitted does not address their concerns or that it deals with issues they do not think warrant the R&R.

Bill

---

**From:** Smith, Lisa Anne [<mailto:lasmith@dmyl.com>]  
**Sent:** Monday, December 09, 2013 6:12 PM  
**To:** Willis D. Hawley  
**Cc:** Brown, Samuel ([Samuel.Brown@tusd1.org](mailto:Samuel.Brown@tusd1.org)); Tolleson, Julie ([Julie.Tolleson@tusd1.org](mailto:Julie.Tolleson@tusd1.org)); [nramirez@maldef.org](mailto:nramirez@maldef.org);  
Thompson, Lois D.; Rubin Salter, Jr.  
**Subject:** RE: UHS report and recommendation

Bill,

As set forth below, I have two specific questions I am asking you to answer:

1. Did you receive any information from the Plaintiffs regarding further concerns or objections remaining after the District revised the UHS plan, added Appendix L and submitted its memo? (Your email, below, suggests you determined whether or not an objection was resolved and I am asking whether the Plaintiffs provided input after the memo on whether or not it addressed the specific objections.)

2. Did the Plaintiffs make a request after our November 15 memo and the accompanying voluntary resolution of those concerns for a Recommendation and Report, or did their only requests come prior to that memo?

Thanks,

Lisa Anne

Lisa Anne Smith

DeConcini McDonald Yetwin & Lacy, P.C.

2525 E. Broadway, Suite 200

Tucson, AZ 85716

(520) 322-5000

(520) 322-5585 (fax)

[lasmith@dmyl.com](mailto:lasmith@dmyl.com)

[www.deconcinimcdonald.com](http://www.deconcinimcdonald.com)

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---

**From:** Willis D. Hawley [<mailto:wdh@umd.edu>]

**Sent:** Monday, December 09, 2013 3:10 PM

**To:** Smith, Lisa Anne

**Cc:** Brown, Samuel ([Samuel.Brown@tusd1.org](mailto:Samuel.Brown@tusd1.org)); Tolleson, Julie ([Julie.Tolleson@tusd1.org](mailto:Julie.Tolleson@tusd1.org)); [nramirez@maldef.org](mailto:nramirez@maldef.org);

Thompson, Lois D.; Rubin Salter, Jr.

**Subject:** RE: UHS report and recommendation

My Report and Recommendation takes into account the new Appendix L to the UHS Admissions Plan which, as you state in your memo, makes "revisions [that] are minimal and are intended as clarifications only." To the extent your memo or Appendix L fully addressed a Mendoza or Fisher objection (for example, the Mendoza objection to the failure of the admissions plan to commit to testing all 7<sup>th</sup> grade students as required by the USP), I treated the objection as resolved and did not address it in my Report and Recommendations. To the extent an objection was neither addressed nor fully resolved in your memo and Appendix L, I addressed it in my Report and Recommendations.

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Bill

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**From:** Smith, Lisa Anne [<mailto:lasmith@dmyl.com>]

**Sent:** Friday, December 06, 2013 5:56 PM

**To:** Willis D. Hawley

**Cc:** Brown, Samuel ([Samuel.Brown@tusd1.org](mailto:Samuel.Brown@tusd1.org)); Tolleson, Julie ([Julie.Tolleson@tusd1.org](mailto:Julie.Tolleson@tusd1.org))

**Subject:** UHS report and recommendation

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As you know, we submitted a memo to you and the parties on November 15, 2013, responding to each of the objections raised by the Fisher and Mendoza Plaintiffs and attaching the new Appendix L which was designed to respond directly to concerns raised by the Plaintiffs. We did not see any response from the Plaintiffs to that memo or those changes. Did you receive any information from the Plaintiffs regarding further concerns or objections remaining after the District took that additional action (or, on the other hand, that the memo and Appendix addressed their concerns satisfactorily)? Did they make a request after our November 15 and the accompanying voluntary resolution of those concerns for a Recommendation and Report, or did their only requests come prior to that memo?

Thanks.

Lisa Anne

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# **Appendix U**

**RUSING LOPEZ & LIZARDI, P.L.L.C.**

6363 North Swan Road, Suite 151

Tucson, Arizona 85718

Telephone: (520) 792-4800

Facsimile: (520)529-4262

J. William Brammer, Jr. (State Bar No. 002079)

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Oscar S. Lizardi (State Bar No. 016626)

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Michael J. Rusing (State Bar No. 006617)

mrusing@rllaz.com

Patricia V. Waterkotte (State Bar No. 029231)

pvictory@rllaz.com

*Attorneys for Tucson Unified School District No. One, et al.*

**IN THE UNITED STATES DISTRICT COURT**

**FOR THE DISTRICT OF ARIZONA**

Roy and Josie Fisher, et al.,

Plaintiffs

CV 74-90 TUC DCB  
(Lead Case)

v.

United States of America,

Plaintiff-Intervenor,

**MOTION TO APPROVE THE  
SPECIAL MASTER'S UHS  
ADMISSIONS MEMORANDUM  
MODIFYING DECEMBER 16,  
2013 ORDER**

v.

**(First Request)**

Anita Lohr, et al.,

Defendants,

**Motion for Action**

and

CV 74-204 TUC DCB  
(Consolidated Case)

Sidney L. Sutton, et al.,

Defendants-Intervenors,

Maria Mendoza, et al.

Plaintiffs,

United States of America,

Plaintiff-Intervenor,

v.

Tucson Unified School District No. One, et al.

Defendants.

1 Pursuant to LRCiv 7.3 (a), Defendant Tucson Unified School District No. One,  
2 (“TUSD”) moves the Court for approval of the deadline modifications found in the January  
3 3, 2014 UHS admissions memorandum from the Special Master to all parties, attached  
4 hereto as **Exhibit A** (“Special Master UHS Modification Memo”).

5 The Special Master UHS Modification Memo sets forth stipulated interim  
6 modifications to the Court’s December 16, 2013 order on the UHS Admissions Plan. *See*  
7 ECF No. 1520 (“12/16/13 Order”). In the Special Master UHS Modification Memo, the  
8 Special Master extended TUSD’s deadline to implement a revised UHS admissions plan  
9 from January 15, 2014 to January 31, 2014. Counsel for the Fisher Plaintiffs (Rubin Salter,  
10 Jr.) and counsel for the Mendoza Plaintiffs (Lois Thompson) were consulted and do not  
11 object to the proposed modifications set forth in the Special Master UHS Modification  
12 Memo.

13 TUSD currently has pending a Motion for Reconsideration (ECF No. 1533) of the  
14 Court’s December 20, 2013 order (ECF No. 1529) which rejected the TUSD UHS  
15 Admissions Plan and affirmed the Special Master’s UHS Admissions Plan. In reaching the  
16 stipulated modifications in the attached Special Master UHS Modification Memo, TUSD  
17 does not intend to waive any of its arguments in the Motion for Reconsideration and/or  
18 waive any future appellate remedies it may have regarding the Court’s rejection of TUSD’s  
19 UHS Admissions Plan.<sup>1</sup> Instead, recognizing the immediate need to address the 2013-2014  
20 UHS admissions process and TUSD’s compliance with the 12/16/13 Order, TUSD and the  
21 Special Master met to discuss an interim solution applicable solely to the 2013-2014  
22 admissions process that will be implemented while the Court resolves TUSD’s objections to  
23 the Court’s orders (ECF No.’s 1520 & 1529) requiring TUSD to implement the Special  
24 Master’s UHS Admissions Plan instead of TUSD’s UHS Admissions Plan. Accordingly,  
25 TUSD hereby requests approval of the deadline modifications contained in the Special  
26 Master UHS Modification Memo attached hereto.

27 \_\_\_\_\_  
28 <sup>1</sup> Although the Mendoza Plaintiffs and the Fisher Plaintiffs have no objections to the attached Special Master UHS  
Modifications Memo, they did not concede that TUSD has a right to seek reconsideration of or appeal the Court’s order  
denying the TUSD UHS Admissions Plan.



Rusing Lopez & Lizardi, P.L.L.C.  
6363 North Swan Road, Suite 151  
Tucson, Arizona 85718  
Telephone: (520) 792-4800

1 RUBIN SALTER, JR. ASBN 01710  
Attorney for Fisher, et al., Plaintiffs  
2 177 North Church Avenue, Suite 903  
Tucson, Arizona 85701-1119  
3 rsjr2@aol.com  
ANURIMA BHARGAVA  
4 ZOE M. ZAVITSKY CAN 281616  
Attorneys for Plaintiff-Intervenor  
5 USDOJ Civil Rights Division  
601 D St. NW, Ste. 4300  
6 Washington, DC 20004  
(202) 353-3504  
7 anurima.bhargava@usdoj.gov  
zoe.savitsky@usdoj.gov  
8

9 **COPY** of the foregoing served via email  
this 7th day of January, 2014 to:

10 WILLIS D. HAWLEY  
Special Master  
11 2138 Tawes Building  
College of Education  
12 University of Maryland  
College Park, MD 20742  
13 (301) 405-3592  
wdh@umd.edu  
14

15 s/ Rose Magaddino  
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# **EXHIBIT A**

January 3, 2013

To: Parties

From: Bill Hawley

Re: UHS Admissions Process and Criteria for 2014-15 Admissions

I met with the Superintendent, Julie Tolleson and others about the Court approved admission process on December 17 & 18. The District raised some appropriate concerns about developing rubrics for the essays and meeting the January 15, 2013 deadline. In response to those concerns, I agreed to modify the elements of the Order about which I will advise the Court. If you have objections to this, let me know as soon as possible. A summary of the changes, outlined in more detail below, are:

(1) To collapse the essay and non-cognitive measures into one assessment activity—the preparation of short essay responses to items measuring non-cognitive attributes (such as experiences that reflect contributions to families or communities). This change incorporates both the essay and non-cognitive measures identified in the Court Order but avoids the development of grading rubrics for more complex essay topics. This may equalize the playing field for students who may have difficulty with academic language but is motivated by the technical concern about rubrics. Note that the District retains the right to design the non-cognitive essay content, something they wanted and is appropriate. As you know, the District has examples of such measures used by other exam schools.

(2) The date for providing selected students the opportunity respond to the new admission criteria is changed from January 15 to January 31. Recall that the proposal was made by me on November 22 but was not acted upon until mid-December. Since students who met the original criteria have already been admitted, there is no downside to the delay.

Assuming that it agrees to the provisions below, the District does not waive its right to seek reconsideration or to appeal to the Ninth Circuit.

The understandings below apply to those aspects of the Court Order relating to admission criteria and processes for 2013-14.

1. Special Master 11/22/13 Recommendation No. 1: “Expedite the review of applicants for admission to UHS using criteria used in 2013-2014”. (ECF No. 1519, p.9)

Stipulated Agreement: This already has been completed.

2. Special Master 11/22/13 Recommendation No. 2: “Develop student essay questions and non-cognitive measures (the District already has examples of these from other exam schools and can easily get more) not later than January 15, 2014.” (ECF No. 1519, p.9)

Stipulated Agreement: TUSD will develop , no later than January 31, 2014, non-cognitive, short-answer essay questions, to be administered in a single instrument. The content of those questions is for the crafting by TUSD educational professionals.

3. Special Master 11/22/13 Recommendation No. 3: "Identify applicants who are potentially eligible for admission to UHS by changing the initial cut score on the aggregated GPA and CogAT weights form 50 to some number that increase the pool of eligible candidates by at least 33 percent or a number agreed to by the District and the Special Master. This will create a preliminary eligibility pool." (ECF No. 1519, p.9)

Stipulated Agreement: TUSD will develop an initial pool of diverse applicants using cluster data analysis to determine both the point cut-off and the applicants in the preliminary eligibility pool. The number of students involved shall be no less than the number proposed by the District in its proposal to which the Special Master's revisions were addressed.

4. Special Master 11/22/13 Recommendation No. 4: "As soon as possible, the students in the preliminary eligibility pool will be invited to write a qualifying essay and complete the questionnaire that identifies non-cognitive student characteristics typically used in selective school and college admissions." (ECF No. 1519, pp.9-10)

Stipulated Agreement: TUSD will develop non-cognitive, short-answer essay questions (a single instrument) to satisfy the recommended requirement to develop "student essay questions and non-cognitive measures."

5. Special Master 11/22/13 Recommendation No. 5: "As an alternative to [recommendation] 4, the District could ask all applicants to prepare the essay and to fill out the form identifying particular experiences and strengths of those who are applying as soon as the essay topics and questionnaire are prepared." (ECF No. 1519, p.10)

Stipulated Agreement: Recommendation No. 5 was an alternative strategy that TUSD need not pursue.

6. Special Master 11/22/13 Recommendation No. 6: "An additional number of points based on the essays and evidence of student characteristics related to achievement would be added to the aggregated GPA and CogAt scores. This number should be consequential and determined based upon the quality of the responses to the alternative measures." (ECF No. 1519, p.10)

Stipulated Agreement: An additional number of points based on the non-cognitive measure essays that provide evidence of student characteristics related to achievement would be added to the aggregated GPA and CogAt scores. This number should be consequential and determined based upon the quality of the responses to the alternative measures. Additional points will be assigned as part of the scoring rubric developed by the District will be applied accordingly.

7. TUSD shall have until January 31, 2014 to implement this plan.
8. TUSD will send out notification letters to applicants who met the minimum criteria of fifty admission points for the 2014-15 school year. (This has been done).
9. TUSD will implement its current plans to administer the CAIMI to all eighth graders as a pilot to determine its potential effectiveness (the results will not be used for admission for the 2014-15 school year).

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**IN THE UNITED STATES DISTRICT COURT  
FOR THE DISTRICT OF ARIZONA**

Roy and Josie Fisher, et al.,  
Plaintiffs

CV 74-90 TUC DCB  
(Lead Case)

v.  
United States of America,  
Plaintiff-Intervenor,

**PROPOSED ORDER**  
CV 74-204 TUC DCB  
(Consolidated Case)

v.  
Anita Lohr, et al.,  
Defendants,  
and  
Sidney L. Sutton, et al.,  
Defendants-Intervenors,

Maria Mendoza, et al.  
Plaintiffs,  
United States of America,  
Plaintiff-Intervenor,  
v.  
Tucson Unified School District No. One, et al.  
Defendants.

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Upon Defendant Tucson Unified School District’s Motion to Approve the Special Master’s UHS Admissions Memorandum Modifying the December 16, 2013 Order and extending deadlines contained within the December 16, 2013 Order, and good cause appearing

IT IS HEREBY ORDERED that the Motion is granted.

**Rusing Lopez & Lizardi, P.L.L.C.**  
6363 North Swan Road, Suite 151  
Tucson, Arizona 85718  
Telephone: (520) 792-4800

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**IN THE UNITED STATES DISTRICT COURT  
FOR THE DISTRICT OF ARIZONA**

Roy and Josie Fisher, et al.,  
Plaintiffs

CV 74-90 TUC DCB  
(Lead Case)

v.  
United States of America,  
Plaintiff-Intervenor,

**ORDER**  
CV 74-204 TUC DCB  
(Consolidated Case)

v.  
Anita Lohr, et al.,  
Defendants,  
and  
Sidney L. Sutton, et al.,  
Defendants-Intervenors,

Maria Mendoza, et al.  
Plaintiffs,  
United States of America,  
Plaintiff-Intervenor,  
v.  
Tucson Unified School District No. One, et al.  
Defendants.

1 Pursuant to the Motion filed on January 9, 2014, by the Special Master to Amend his  
2 recommendations regarding the UHS Admissions Process Revisions (Doc. 1543), the Court  
3 finds good cause to grant Defendant Tucson Unified School District's Motion to Approve  
4 the Special Master's UHS Admissions Memorandum Modifying the recommendations of  
5 the Special Master, adopted by Court Order issued December 16, 2013, (Doc. 1537).

6 **Accordingly,**

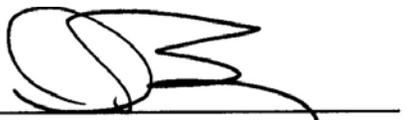
7 **IT IS ORDERED** that the Motion by TUSD for an Order Adopting R&R, Set  
8 Deadlines to Approve the Special Master's UHS Admissions Memorandum (Doc. 1537) is  
9 GRANTED.

10 **IT IS FURTHER ORDERED** that the Special Master's Amendment to the R&R Re:  
11 UHS Admissions Process Revisions to extend the deadline for implementation of a revised  
12 UHS admissions plan from January 15, 2014 to January 31, 2014 is ADOPTED.

13 **IT IS FURTHER ORDERED** that the Motion (Doc. 1543) filed by the Special  
14 Master to Amend the R&R Re: UHS Admissions Process Revisions (Doc. 1519) is  
15 GRANTED. The R&R (Doc. 1519), as hereby amended, is ADOPTED by the Court.

16 Dated this 17th day of January, 2014.

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David C. Bury  
United States District Judge