

ATTACHMENT A

Prepared by District Staff

January 17, 2017

What has the GATE Department done to increase the number of African American and Hispanic students accepting GATE placement?

Response:

The District held numerous recruitment and outreach activities to increase the number of African American and Latino students' response and acceptance to placement offers in GATE Self-contained and GATE Dual Language Self-Contained programs.

2015-16 School Year

Beginning in the fall of the school year, the GATE department held pre-testing GATE Nights to inform parents of the opportunity and benefits of participating in GATE programs as an ALE. Representatives from the African American and Mexican American Student Services department attended the GATE nights. GATE self-contained and itinerant teachers assisted in recruiting students for GATE testing by visiting classrooms and posting informational signs at each school and having GATE informational items available for parent teacher conferences at each site.

A GATE representative regularly attended African American and Mexican American Student Services quarterly meetings. By sharing information, the AASS and MASS staff informed African American and Hispanic families about GATE testing and other services provided in order to increase testing for GATE and acceptance of GATE placement offers. A Spanish-

speaking GATE representative attended all Mexican American Student Services quarterly meetings. A GATE representative also attended Parent University, District sponsored parent events and one of the SCPC meetings.

GATE Open Houses were held at each site once placement statements were sent. In addition to sending invitations to GATE Open Houses, staff at each site called families to invite them to the GATE Open House at their site. African American and Mexican American Student Services assisted the GATE department in calling families who did not return their placement statements or declined placement. A survey was also sent to families that did not respond or declined services and a follow up telephone contact was made to families that did not return surveys. The GATE department maintained a data base of all survey and telephone contact responses to determine reasons for non-responses and or declining services and reviewed this information to set goals for improving outreach and program services.

2016-17 School Year

For SY2016-17 the GATE department continue the procedures and practices from SY2015-16 but added additional efforts to increase the number of African American and Hispanic students testing and accepting placement in GATE programs.

GATE representatives and itinerant teachers hosted or participated in parent meetings “Cafecitos” at most of our elementary schools to inform parents of the benefits of participating in our GATE program and encouraging them to have their students tested. Permission to test invitations were readily available. GATE representatives collaborated with site principals and teachers at sites with low number of students signed up for testing to send out additional notices and encourage families to sign up for testing. The GATE department extended the permission to

test due date for Kindergarten and sent a second invitation to test home with kinder students.

The extension was also posted on the GATE website. Ten schools with high populations of our underrepresented students or feeder schools to our GATE schools that have low representation of students participation, were targeted to pilot a kinder whole grade screener GATE assessment to identify students for further testing or invitation to participate in GATE services.

Itinerant GATE teachers also provide whole class or small group lessons that provide skills in critical thinking and reasoning at each of our elementary schools to benefit students in testing and increase their interest in participating in GATE programs. Weekly kindergarten lessons were provided at several targeted schools. Data will be gathered to determine if these efforts have any correlation to number of students receiving these lessons and number of these students qualifying and choosing to participate in GATE programs.

ADDENDUM

TABLE II

Assessment and Evaluation												
ALE 40th Day Enrollment ALE Supplementary Goals Summary – ALL ALE – 15% Rule												
ALE	Ethnicity	Grade Level	Student enrollment (%) SY 2012-13	Student enrollment (%) SY 2013-14	Student enrollment (%) SY 2014-15	Student enrollment (N) SY 2015-16	Student enrollment (%) SY 2015-16	Student enrollment (N) SY 2016-17	Total enrollment (N) SY 2016-17	Student enrollment (%) SY 2016-17	Goal for grade level SY 2016-17 (Based on 15% Rule)	District enrollment (%) SY 2016-17
SC GATE	Af. Am.	Elementary (1-5)	4.00%	5.70%	5.90%	21	4.80%	33	628	5.25%	8.16%	9.60%
SC GATE	Af. Am.	Middle (6-8)	4.50%	4.40%	3.80%	23	4.10%	18	532	3.38%	7.23%	8.51%
SC GATE	Latino	Elementary (1-5)	45.00%	45.00%	46.30%	189	43.20%	267	628	42.52%	50.87%	59.85%
SC GATE	Latino	Middle (6-8)	48.90%	48.70%	51.00%	282	50%*	268	532	50.38%	51.49%	60.58%
PO GATE	Af. Am.	Elementary (K-5)	4.20%	4.20%	4.00%	80	5.4%**	81	1492	5.43%	8.15%	9.59%
PO GATE	Latino	Elementary (K-5)	45.30%	46.60%	47.80%	727	49.2%**	736	1492	49.33%	50.74%	59.70%
R GATE	Af. Am.	Middle (6-8)	7.70%	6.10%	7.70%	59	7.3%*	54	762	7.09%	7.23%	8.51%
R GATE	Af. Am.	HS (9-12)	6.50%	6.80%	8.10%	25	6.30%	37	413	8.96%	7.55%	8.88%
R GATE	Latino	Middle (6-8)	41.00%	42.10%	39.40%	420	51.7%*	427	762	56.04%	51.49%	60.58%

Tucson Unified School District

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R GATE	Latino	HS (9-12)	45.20%	44.30%	57.50%	221	55.9%*	233	413	56.42%	50.87%	59.85%
AP	Af. Am.	HS (9-12)	5.30%	5.80%	6.10%	213	6.5%**	192	3187	6.02%	7.55%	8.88%
AP	Latino	HS (9-12)	41.60%	43.90%	44.10%	1508	45.9%**	1633	3187	51.24%	50.87%	59.85%
Pre-AP ADV	Af. Am.	K-8 (grades 6-8)	7.80%	7.10%	8.50%	20	5.90%	22	236	9.32%	7.34%	8.64%
Pre-AP ADV	Af. Am.	Middle (6-8)	5.20%	5.10%	7.90%	51	5.90%	65	924	7.03%	7.23%	8.51%
Pre-AP ADV	Latino	K-8 (grades 6-8)	56.60%	52.10%	58.50%	196	58.3%*	155	236	65.68%	59.01%	69.42%
Pre-AP ADV	Latino	Middle (6-8)	56.90%	57.40%	57.10%	474	54.4%*	525	924	56.82%	51.49%	60.58%

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Pre-AP Hon	Af. Am.	K-8 (grades 6-8)	7.00%	6.50%	7.40%	33	8.4%*	23	425	5.41%	7.34%	8.64%
Pre-AP Hon	Af. Am.	Middle (6-8)	6.20%	8.90%	8.90%	95	7.8%*	99	1225	8.08%	7.23%	8.51%
Pre-AP Hon	Af. Am.	HS (9-12)	5.80%	5.90%	6.20%	230	5.90%	227	3815	5.95%	7.55%	8.88%
Pre-AP Hon	Latino	K-8 (grades 6-8)	60.60%	58.20%	63.40%	237	60.2%*	292	425	68.71%	59.01%	69.42%
Pre-AP Hon	Latino	Middle (6-8)	44.00%	55.30%	51.00%	615	50.6%*	631	1225	51.51%	51.49%	60.58%
Pre-AP Hon	Latino	HS (9-12)	47.20%	50.40%	52.90%	2189	56.7%*	2214	3815	58.03%	50.87%	59.85%
DC	Af. Am.	HS (9-12)	7.40%	8.10%	10.10%	15	8.1%*	18	271	6.64%	7.55%	8.88%
DC	Latino	HS (9-12)	38.90%	51.70%	52.20%	93	50%*	176	271	64.94%	50.87%	59.85%
IB	Af. Am.	Elementary (K-5)	4.80%	5.60%	6.90%	26	7.9%*	33	332	9.94%	8.15%	9.59%
IB	Af. Am.	K-8 (grades K-8)	5.90%	8.20%	7.90%	67	8.6%*	23	263	8.75%	7.73%	9.09%
IB	Af. Am.	HS (9-12)	6.60%	7.20%	6.60%	38	6.30%	46	713	6.45%	7.55%	8.88%

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IB	Latino	Elementary (K-5)	83.00%	84.10%	79.90%	249	75.5%*	246	332	74.10%	50.74%	59.70%
IB	Latino	K-8 (grades K-8)	77.80%	72.90%	74.60%	588	75.1%*	200	263	76.05%	57.99%	68.22%
IB	Latino	HS (9-12)	77.90%	76.90%	78.80%	473	76.2%*	550	713	77.14%	50.87%	59.85%
DL	Af. Am.	Elementary (K-5)	1.80%	2.60%	1.90%	19	2.5%	25	712	3.51%	8.15%	9.59%
DL	Af. Am.	K-8 (grades K-8)	1.70%	1.90%	3.30%	36	3.4%**	29	1020	2.84%	7.73%	9.09%
DL	Af. Am.	Middle (6-8)	0.70%	0.00%	0.60%	2	1.2%**	2	277	0.72%	7.23%	8.51%
DL	Af. Am.	HS (9-12)	5.20%	0.00%	0.00%	0	0	3	201	1.49%	7.55%	8.88%
DL	Latino	Elementary (K-5)	87.90%	86.30%	87.10%	647	78.1%*	580	712	81.46%	50.74%	59.70%

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DL	Latino	K-8 (grades K-8)	87.80%	85.30%	85.10%	876	81.6%*	824	1020	80.78%	57.99%	68.22%
DL	Latino	Middle (6-8)	93.30%	94.00%	92.80%	154	93.3%*	208	277	75.09%	51.49%	60.58%
DL	Latino	HS (9-12)	69.60%	100.00%	98.90%	109	99.1%*	187	201	93.03%	50.87%	59.85%
MS for HS	Af. Am.	K-8 (grades 6-8)	5.40%	4.20%	2.70%	18	4.6%**	18	399	4.51%	7.34%	8.64%
MS for HS	Af. Am.	Middle (6-8)	5.90%	6.50%	5.20%	59	7.4%*	43	802	5.36%	7.23%	8.51%
MS for HS	Latino	K-8 (grades 6-8)	75.90%	74.90%	80.20%	302	76.5%*	295	399	73.93%	59.01%	69.42%
MS for HS	Latino	Middle (6-8)	53.30%	54.10%	55.70%	447	56.2%*	478	802	59.60%	51.49%	60.58%