

Analysis of ALEs at Individual Schools

In its October 24, 2017 Order (ECF 2084), the Court stated that a school by school assessment matrix could be helpful in responding to the Plaintiffs' and Special Master's inquiries regarding equitable access to ALEs. As noted by the Special Master in his January 3 correspondence, there are a number of difficulties in providing answers to these questions, some of which are prohibitive. One example listed by the Special Master is that for some variables, there is not adequate information available and the cost for obtaining that information would be too high. Another example listed by the Special Master is particularly applicable in a school by school ALE analysis at the elementary and middle school levels for African American and White students, which is that the number of African American and White students in some schools is so low that there are measurement issues and FERPA limitations that would be prohibitive.¹ Below, the District provides data and analysis showing the equitable provision of access, participation and completion in ALEs to the extent possible considering the limitations recognized by the Special Master. The District also seeks to answer the questions raised in the initial steps listed by the Special Master in his January 3 document. The data in this document, combined with the assessment completed as part of the overall assessment previously submitted, demonstrate the District's compliance with the USP, the ALE Plan, and the ALE Supplement, supporting the Special Master's finding that the District has complied with these requirements.

I. Access: Availability of ALEs at Each School.

A. Elementary Schools.

At the elementary school level, GATE services, which are the primary ALE offered at the elementary school level, are offered at every school. All elementary schools have pullout GATE

¹ For example, if a school has 400 students, with 20 percent of students being White (80 students) and 9 percent of students being African American (36 students) (matching the overall composition of the District), then a 10 % ALE participation rate among these groups would leave 8 White students and 4 Black students in the entire school participating in ALEs. These numbers would be too low to report without violating FERPA. Moreover, these numbers are so low that the participation or lack thereof of a single student would create statistical anomalies making the entire analysis unreliable.

services, five schools have self-contained GATE services, eight schools have cluster GATE services, and five schools have dual language services.² Access to pullout GATE and self-contained GATE services is provided to all students who qualify by test score. Out of the eight schools providing cluster GATE services, three are Racially Concentrated and five are not. As shown in the following table, access to ALE services is equitable on a school by school basis at the elementary school level.³

School	PO GATE	SC Gate	SC Cluster GATE	Dual Language
Banks				
Blenman				
Bloom				
Bonillas				
Borton				
Carillo RC				
Cavett RC				
Collier				
Cragin				
Davidson				
Davis				
Dunham				
Erickson				
Ford				
Fruchthendler				
Gale				
Grijalva RC				
Henry				
Holladay				
Howell				
Hudlow				
Hughes				
Johnson				
Kellond				

² The District recognizes Dual Language classes are not ALE classes, but it includes this information to match more closely Table 2 from the Special Master's ALE R&R.

³ A white box indicates the school provides the specific ALE, and a gray box indicates the school does not provide the specific ALE. RC indicates that as of SY 17-18 the school is Racially Concentrated as defined by the Court.

Lineweaver				
Lynn/Urquides RC				
Maldonado RC				
Manzo RC				
Marshall				
Mary Meredith				
Miller RC				
Mission View RC				
Myers Ganoung				
Ochoa RC				
Oyama RC				
Robison RC				
Sewell				
SolengTom				
Steele				
Tolson RC				
Tully				
Van Buskirk RC				
Vesey RC				
Warren RC				
Wheeler				
White RC				
Whitmore				
Wright				

B. K-8 Schools.

Most schools at the K-8 level provide access to multiple ALEs, including Pre-AP Advanced, Pre-AP Honors, and/or Middle School courses that give High School credit. All provide GATE services. Of the two schools that provide only one ALE (GATE services), one is Racially Concentrated and one is not. As shown by the following table, access to ALE services is equitable on a school by school basis at the K-8 school level.

School	PO GATE	SC Gate	SC Cluster GATE	GATE Resource	Dual Language	Pre-AP Advanced	Pre AP Honors	MS for HS
Booth-Fickett Math/Science K-8 Magnet								

Borman								
Dietz								
Drachman K-8 Montessori Magnet								
Hollinger K-8 RC								
Lawrence 3-8								
Mary Belle McCorkle Academy of Excellence K-8 RC								
Miles Exploratory Learning Center K-8								
Morgan Maxwell RC								
Naylor K-8 (with Roberts)								
Pueblo Gardens K-8 RC								
Robins K-8 RC								
Rose K-8 RC								
Roskruge Bilingual K-8 Magnet RC								
Safford K-8 RC								

C. Middle Schools.

All middle schools offer Pre-AP Advanced classes, and all except Secrist offer classes providing high school credits for middle school classes. All middle schools, with the exception of Magee, offer GATE services. All schools except Dodge offer Pre AP honors classes. Each of these three schools, offer multiple other ALEs. Indeed, all middle schools offer at least three types of ALEs, with no schools standing out as having fewer than all other schools. As shown by the following table, access to ALE services is equitable on a school by school basis at the middle school level.

School	SC Gate	GATE Resource	Dual Language	Pre AP Honors	MS for HS	Pre AP Advanced
Dodge Traditional						

Magnet Middle						
Doolen						
Gridley						
Magee						
Mansfeld						
Pistor RC						
Secrist						
Utterback RC						
Vail						
Valencia RC						

D. High Schools.

With the exception of University High School, all high schools offer three or more ALEs, and both Racially Concentrated high schools offer four ALEs. Each high school offers Pre-AP honors classes, and most high schools offer classes that provide college credit for high school courses. As shown by the following table, access to ALE services is equitable on a school by school basis at the high school level.

School	Resource GATE	Dual Credit	IB	AP	Pre AP Honors	Dual Language
Catalina						
Cholla RC						
Palo Verde High Magnet School						
Pueblo RC						
Rincon						
Sabino						
Sahuaro						
Santa Rita						
Tucson High Magnet School RC						
University						

II. Participation.

A. Participation in ALEs Requiring Qualifying Testing.

The only ALEs that require qualifying testing in order for students to enroll are self-contained GATE and pullout GATE.⁴ A school by school analysis of these ALE participation will not work for three main reasons. First, the relatively small number of students at each school necessarily means that the even smaller number of students who qualify for GATE services will in many cases result in insufficient data to analyze for statistical purposes and, second and relatedly, insufficient data to report for FERPA purposes, issues noted by the Special Master. The third main issue with a school by school analysis of this data is that students who qualify for GATE services have more attendance choices because self-contained GATE qualifying students can choose to enroll at schools that don't correlate to their current school. For these and other reasons, this data and analysis must be done at the district level.

When presented and analyzed at the district level, the District faces the same challenges faced by other districts in Arizona and throughout the country: minorities, and especially African American students, qualify for GATE at levels lower than their enrollment rates in school. *See Stargardter, Jessica, Underrepresentation of Minorities in Gifted and Talented Programs: A Content Analysis of Five District Program Plans (2016), Honors Scholar Theses, 484, http://digitalcommons.uconn.edu/srhonors_theses/484 (citing Harradine, C.C., Coleman, M.R.B., & Winn, D.C (2015), Recognizing academic potential in students of color: Findings of U-STARS-PLUS, *Gifted Child Quarterly*, 58, 25-34.).*

Updated Version of Table 2 From the ALE R&R

ALE	Ethnicity	Grade Level	Student enrollment in ALE (%) SY 2012-13	Student enrollment in ALE (%) SY 2013-14	Student enrollment in ALE (%) SY 2014-15	Student enrollment in ALE (%) SY 2015-16	Student enrollment in ALE (%) SY 2016-17	Student enrollment in ALE (N) SY 2017-18	Student enrollment in ALE (%) SY 2017-18	Goal for grade level SY 2016-17 (Based on 15% Rule)	District enrollment (%) SY 1617

⁴ UHS also requires qualifying testing for admission. However, we don't include it here in a school by school analysis because, as noted by the Court and Special Master, in some situations UHS should be analyzed separately.

SC GATE	Af. Am.	Grades 1-5	4.00%	5.70%	5.90%	4.80%	5.13%	47	6.63%	8.08%	9.51%
SC GATE	Af. Am.	Grades 6-8	4.50%	4.40%	3.80%	4.10%	3.38%	26	5.26%	7.45%	8.76%
SC GATE	Latino	Grades 1-5	45.00%	45.00%	46.30%	43.20%	42.31%	296	41.75%	52.20%	61.41%
SC GATE	Latino	Grades 6-8	48.90%	48.70%	51.00%	50.00%	50.38%	234	47.37%	53.65%	63.12%
SC GATE	White	Grades 1-5					42.95%	300	42.31%	16.70%	19.65%
SC GATE	White	Grades 6-8					36.65%	183	37.04%	15.72%	18.50%
PO GATE	Af. Am.	Grades 1-5	4.20%	4.20%	4.00%	5.40%	5.66%	74	5.54%	8.08%	9.51%
PO GATE	Latino	Grades 1-5	45.30%	46.60%	47.80%	49.20%	51.40%	699	52.32%	52.20%	61.41%
PO GATE	White	Grades 1-5					33.52%	427	31.96%	16.70%	19.65%
R GATE	Af. Am.	Grades 6-8	7.70%	6.10%	7.70%	7.30%	7.09%	49	7.42%	7.45%	8.76%
R GATE	Af. Am.	HS(9-12)	6.50%	6.80%	8.10%	6.30%	8.98%	37	8.22%	7.45%	8.76%
R GATE	Latino	Grades 6-8	41.00%	42.10%	39.40%	51.70%	56.04%	410	62.12%	53.65%	63.12%
R GATE	Latino	HS(9-12)	45.20%	44.30%	57.50%	55.90%	56.31%	215	47.78%	51.10%	60.12%
R GATE	White	Grades 6-8					27.95%	160	24.24%	15.72%	18.50%
R GATE	White	HS(9-12)					28.40%	153	34.00%	19.11%	22.58%
Pre-AP ADV	Af. Am.	K-8 (grades 6-8)	7.80%	7.10%	8.50%	5.90%	9.32%	10	5.43%	6.93%	8.15%
Pre-AP ADV	Af. Am.	Middle (6-8)	5.20%	5.10%	7.90%	5.90%	7.03%	75	8.22%	7.77%	9.02%
Pre-AP ADV	Latino	K-8 (grades 6-8)	56.60%	52.10%	58.50%	58.30%	65.68%	136	73.91%	58.91%	69.31%

Pre-AP ADV	Latino	Middle (6-8)	56.90%	57.40%	57.10%	54.40%	56.82%	496	54.39%	51.04%	60.05%
Pre-AP ADV	White	K-8 (grades 6-8)					13.14%	23	12.50%	9.87%	11.61%
Pre-AP ADV	White	Middle (6-8)					28.68%	279	30.59%	18.66%	21.95%
Pre-AP Hon	Af. Am.	K-8 (grades 6-8)	7.00%	6.50%	7.40%	8.40%	5.41%	28	7.39%	6.93%	8.15%
Pre-AP Hon	Af. Am.	Middle (6-8)	6.20%	8.90%	8.90%	7.80%	8.08%	107	8.53%	7.77%	9.02%
Pre-AP Hon	Af. Am.	HS (9-12)	5.80%	5.90%	6.20%	5.90%	5.95%	197	5.41%	7.45%	8.76%
Pre-AP Hon	Latino	K-8 (grades 6-8)	60.60%	58.20%	63.40%	60.20%	68.71%	259	68.34%	58.91%	69.31%
Pre-AP Hon	Latino	Middle (6-8)	44.00%	55.30%	51.00%	50.60%	51.51%	661	52.67%	51.04%	60.05%
Pre-AP Hon	Latino	HS (9-12)	47.20%	50.40%	52.90%	56.70%	58.03%	2069	56.83%	51.10%	60.12%
Pre-AP Hon	White	K-8 (grades 6-8)					14.82%	49	12.93%	9.87%	11.61%
Pre-AP Hon	White	Middle (6-8)					32.33%	395	31.47%	18.66%	21.95%
Pre-AP Hon	White	HS (9-12)					27.10%	1033	28.37%	19.19%	22.58%
MS for HS	Af. Am.	K-8 (grades 6-8)	5.40%	4.20%	2.70%	4.60%	4.53%	36	6.07%	6.93%	8.15%
MS for HS	Af. Am.	Middle (6-8)	5.90%	6.50%	5.20%	7.40%	5.37%	48	5.63%	7.77%	9.02%
MS for HS	Latino	K-8 (grades 6-8)	75.90%	74.90%	80.20%	76.50%	74.06%	423	71.33%	58.91%	69.31%

MS for HS	Latino	Middle (6-8)	53.30%	54.10%	55.70%	56.20%	59.55%	498	58.50%	51.04%	60.05%
MS for HS	White	K-8 (grades 6-8)					13.10%	64	10.79%	9.87%	11.61%
MS for HS	White	Middle (6-8)					27.34%	241	28.29%	18.66%	21.95%
AP	Af. Am.	HS (9-12)	5.30%	5.80%	6.10%	6.50%	5.57%	178	5.55%	7.45%	8.76%
AP	Latino	HS (9-12)	41.60%	43.90%	44.10%	45.90%	47.36%	1494	46.61%	51.10%	60.12%
AP	White	HS (9-12)					37.22%	1190	37.13%	19.19%	22.58%
IB	Af. Am.	Grades K-5	4.80%	5.60%	6.90%	7.90%	8.75%	NA			
IB	Af. Am.	HS (9-12)	6.60%	7.20%	6.60%	6.30%	6.45%	37	5.35%	7.45%	8.76%
IB	Latino	HS (9-12)	77.90%	76.90%	78.80%	76.20%	79.52%	558	80.64%	51.10%	60.12%
IB	Latino	Grades K-5	77.80%	72.90%	74.60%	75.10%	76.05%	NA			
IB	White	HS (9-12)					6.17%	46	6.65%	19.19%	22.58%
IB	White	Grades K-5					4.18%	NA			
DC	Af. Am.	HS (9-12)	7.40%	8.10%	10.10%	8.10%	6.64%	20	5.54%	7.45%	8.76%
DC	Latino	HS (9-12)	38.90%	51.70%	52.20%	50.00%	64.94%	248	68.70%	51.10%	60.12%
DC	White	HS (9-12)					20.30%	63	17.45%	19.19%	22.58%
DL	Af. Am.	Elementary K-5	1.80%	2.60%	1.90%	2.5%	3.35%	26	3.33%	8.09%	9.52%
DL	Af. Am.	K-8 (grades K-8)	1.70%	1.90%	3.30%	3.40%	2.89%	28	2.49%	7.89%	9.28%

DL	Af. Am.	Middle (6-8)	0.70%	0.00%	0.60%	1.20%	0.56%	0	0.00%	7.77%	9.02%
DL	Af. Am.	HS (9-12)	5.20%	0.00%	0.00%	0.00%	0.30%	1	0.81%	7.45%	8.76%
DL	Latino	Elementary K-5	0.879	0.863	0.871	0.781	82.44%	630	80.77%	52.06%	61.25%
DL	Latino	K-8 (grades K-8)	0.878	0.853	0.851	0.816	81.70%	923	82.04%	52.57%	61.85%
DL	Latino	Middle (6-8)	0.933	0.94	0.928	0.933	94.41%	44	93.62%	51.04%	60.05%
DL	Latino	HS (9-12)	0.696	1	0.989	0.991	94.55%	118	95.16%	51.10%	60.12%
DL	White	Elementary K-5					8.45%	77	9.87%	16.80%	19.77%
DL	White	K-8 (grades K-8)					6.40%	67	5.96%	16.46%	19.37%
DL	White	Middle (6-8)					2.79%	2	4.26%	18.66%	21.95%
DL	White	HS (9-12)					1.82%	1	0.81%	19.19%	22.58%

By way of comparison, the Mesa School District's most recent data show the disparity between its overall enrollment and GATE enrollment, as follows⁵:

Mesa School District

Race/Ethnicity	Overall Enrollment	GATE Enrollment
African American	4.1%	2.8%
Hispanic	40.9%	14.0%
White	47.1%	75.0%

Likewise, the Phoenix Union High School District's most recent data show the disparity between its overall enrollment and GATE enrollment, as follows⁶:

Phoenix Union High School District

⁵ This data was taken from the Office of Civil Rights data collection, found at <https://ocrdata.ed.gov>.

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Race/Ethnicity	Overall Enrollment	GATE Enrollment
African American	9.1%	4.2%
Hispanic	79.9%	78.4%
White	5.2%	8.6%

Similarly, minorities are underrepresented in other District's with a >50% Hispanic population, comparable African American and White populations, and more than 25,000 students, as follows:

School District No. 1 in the County of Denver and State of Colorado

Race/Ethnicity	Overall Enrollment	GATE Enrollment
African American	13.8%	7.9%
Hispanic	57.5%	43.1%
White	21.2%	38.0%

Yonkers City School District (NY)

Race/Ethnicity	Overall Enrollment	GATE Enrollment
African American	20.4%	14.0%
Hispanic	55.0%	39.8%
White	17.9%	25.9%

Austin ISD School District (TX)

Race/Ethnicity	Overall Enrollment	GATE Enrollment
African American	8.2%	5.3%
Hispanic	59.8%	39.7%
White	25.4%	42.7%

Aurora Joint District No. 28 (CO)

Race/Ethnicity	Overall Enrollment	GATE Enrollment
African American	17.9%	10.2%
Hispanic	54.1%	34.7%
White	18.0%	37.3%

Kern High School District (CA)

Race/Ethnicity	Overall Enrollment	GATE Enrollment
African American	6.3%	4.0%
Hispanic	62.9%	51.3%
White	24.5%	32.8%

Long Beach Unified School District (CA)

Race/Ethnicity	Overall Enrollment	GATE Enrollment
African American	14.8%	9.1%
Hispanic	55.4%	44.9%
White	15.3%	21.7%

Mesquite ISD (TX)

Race/Ethnicity	Overall Enrollment	GATE Enrollment
African American	24.8%	13.9%
Hispanic	52.6%	40.0%
White	18.1%	34.8%

Northside ISD (TX)

Race/Ethnicity	Overall Enrollment	GATE Enrollment
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African American	6.3%	4.5%
Hispanic	68.8%	55.7%
White	20.7%	32.6%

Osceola (FL)

Race/Ethnicity	Overall Enrollment	GATE Enrollment
African American	11.4%	9.6%
Hispanic	56.8%	39.3%
White	26.2%	39.0%

Riverside Unified School District (CA)

Race/Ethnicity	Overall Enrollment	GATE Enrollment
African American	7.2%	4.5%
Hispanic	60.3%	42.1%
White	24.3%	36.9%

Spring Branch ISD (TX)

Race/Ethnicity	Overall Enrollment	GATE Enrollment
African American	5.0%	1.4%
Hispanic	58.4%	29.1%
White	27.8%	49.7%

District Comparison using the 15% and 20% Rule

Race/Ethnicity		GATE Enrollment	15% Goal	20% Goal	Overall Enrollment
African American	Mesa School District	2.8%	3.5%	3.3%	4.1%
Hispanic	Mesa School District	14.0%	34.8%	32.7%	40.9%
White	Mesa School District	75.0%	40.0%	37.7%	47.1%

Race/Ethnicity		GATE Enrollment	15% Goal	20% Goal	Overall Enrollment
African American	Phoenix Union High School District	4.2%	7.7%	7.3%	9.1%
Hispanic	Phoenix Union High School District	78.4%	67.9%	63.9%	79.9%
White	Phoenix Union High School District	8.6%	4.4%	4.2%	5.2%
Race/Ethnicity		GATE Enrollment	15% Goal	20% Goal	Overall Enrollment
African American	School District No. 1 in the County of Denver and State of Colorado	7.9%	11.7%	11.0%	13.8%
Hispanic	School District No. 1 in the County of Denver and State of Colorado	43.1%	48.9%	46.0%	57.5%
White	School District No. 1 in the County of Denver and State of Colorado	38.0%	18.0%	17.0%	21.2%
Race/Ethnicity		GATE Enrollment	15% Goal	20% Goal	Overall Enrollment
African American	Yonkers City School District (NY)	14.0%	17.3%	16.3%	20.4%
Hispanic	Yonkers City School District (NY)	39.8%	46.8%	44.0%	55.0%
White	Yonkers City School District (NY)	25.9%	15.2%	14.3%	17.9%
Race/Ethnicity		GATE Enrollment	15% Goal	20% Goal	Overall Enrollment
African American	Austin ISD School District (TX)	5.3%	7.0%	6.6%	8.2%
Hispanic	Austin ISD School District (TX)	39.7%	50.8%	47.8%	59.8%
White	Austin ISD School District (TX)	42.7%	21.6%	20.3%	25.4%
Race/Ethnicity		GATE Enrollment	15% Goal	20% Goal	Overall Enrollment
African American	Aurora Joint District No. 28 (CO)	10.2%	15.2%	14.3%	17.9%

Hispanic	Aurora Joint District No. 28 (CO)	34.7%	46.0%	43.3%	54.1%
White	Aurora Joint District No. 28 (CO)	37.3%	15.3%	14.4%	18.0%
Race/Ethnicity		GATE Enrollment	15% Goal	20% Goal	Overall Enrollment
African American	Kern High School District (CA)	4.0%	5.4%	5.0%	6.3%
Hispanic	Kern High School District (CA)	51.3%	53.5%	50.3%	62.9%
White	Kern High School District (CA)	32.8%	20.8%	19.6%	24.5%
Race/Ethnicity		GATE Enrollment	15% Goal	20% Goal	Overall Enrollment
African American	Long Beach Unified School District (CA)	9.1%	12.6%	11.8%	14.8%
Hispanic	Long Beach Unified School District (CA)	44.9%	47.1%	44.3%	55.4%
White	Long Beach Unified School District (CA)	21.7%	13.0%	12.2%	15.3%
Race/Ethnicity		GATE Enrollment	15% Goal	20% Goal	Overall Enrollment
African American	Mesquite ISD (TX)	13.9%	21.1%	19.8%	24.8%
Hispanic	Mesquite ISD (TX)	40.0%	44.7%	42.1%	52.6%
White	Mesquite ISD (TX)	34.8%	15.4%	14.5%	18.1%
Race/Ethnicity		GATE Enrollment	15% Goal	20% Goal	Overall Enrollment
African American	Northside ISD (TX)	4.5%	5.4%	5.0%	6.3%
Hispanic	Northside ISD (TX)	55.7%	58.5%	55.0%	68.8%
White	Northside ISD (TX)	32.6%	17.6%	16.6%	20.7%
Race/Ethnicity		GATE Enrollment	15% Goal	20% Goal	Overall Enrollment
African American	Osceola (FL)	9.6%	9.7%	9.1%	11.4%
Hispanic	Osceola (FL)	39.3%	48.3%	45.4%	56.8%
White	Osceola (FL)	39.0%	22.3%	21.0%	26.2%

Race/Ethnicity		GATE Enrollment	15% Goal	20% Goal	Overall Enrollment
African American	Riverside Unified School District (CA)	4.5%	6.1%	5.8%	7.2%
Hispanic	Riverside Unified School District (CA)	42.1%	51.3%	48.2%	60.3%
White	Riverside Unified School District (CA)	36.9%	20.7%	19.4%	24.3%
Race/Ethnicity		GATE Enrollment	15% Goal	20% Goal	Overall Enrollment
African American	Spring Branch ISD (TX)	1.4%	4.3%	4.0%	5.0%
Hispanic	Spring Branch ISD (TX)	29.1%	49.6%	46.7%	58.4%
White	Spring Branch ISD (TX)	49.7%	23.6%	22.2%	27.8%

None of these Districts reach the 15% participation rule for either African American or Hispanic GATE participation, none reach the 20% rule for African American GATE participation, and only 3 out of 13 reach the 20% participation rule for Hispanic GATE participation.

When compared to these districts, the District is doing at least as well in its African American and Hispanic student ALE participation, and in most cases is doing much better in these areas. It is clear that ALE participation in the District is equitable.

The next question then is what the District is doing to try to increase the percentage of qualifying African American and Hispanic students, and whether those efforts are provided equitably. One of the biggest steps the District has taken and continues to take is to increase the number of students being tested for GATE. Beginning in SY 15-16 and continuing through the present, the District began and continued whole-grade GATE testing for all 1st and 5th grade students as a means of identifying more qualified students for self-contained and pull-out services.

Students Tested for GATE Services 14-15 to 16-17

Grade	Year	White	African American	Hispanic	Native American	Asian / PI	Multi Racial	Total Students Tested
0	14-15	258	79	499	18	18	44	916
	15-16	277	88	567	22	18	35	1,007
	16-17	305	81	710	43	23	44	1,206
1	14-15	201	83	491	25	10	46	856
	15-16	629	324	2,066	140	65	133	3,357
	16-17	572	330	1,872	100	57	127	3,058
2	14-15	178	77	506	24	14	27	826
	15-16	195	85	599	22	14	43	958
	16-17	145	75	333	12	12	17	594
3	14-15	138	52	454	21	17	27	709
	15-16	174	77	470	19	14	28	782
	16-17	117	49	255	9	5	18	453
4	14-15	147	52	385	11	17	15	627
	15-16	124	62	402	19	19	27	653
	16-17	104	35	280	12	9	11	451
5	14-15	148	51	424	19	12	29	683
	15-16	588	252	2,003	153	49	90	3,135
	16-17	499	307	1,935	135	63	112	3,051
6	14-15	101	41	286	11	13	24	476
	15-16	73	29	236	14	4	11	367
	16-17	61	20	149	7	4	7	248
Total	14-15	1,171	435	3,045	129	101	212	5,093
	15-16	2,060	917	6,343	389	183	367	10,259
	16-17	1,803	897	5,534	318	173	336	9,061

As shown in the table below, GATE participation in the District is equitable. For eligible students who choose to participate, as shown in the table below, White, African American and Hispanic/Latino students choose to participate in GATE at the same or similar rates: In SY 17-18, 77% of White students, 77% of African American students, and 79% of Hispanic/Latino students who qualified for GATE services chose to participate in those GATE services. Prior years also had similar participation percentages.

Participation Rates Among Eligible Students

GATE Status	White		African American		Hispanic/Latino		Native American		Asian/Pacific		Multi Racial		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Qualified for 1718 SC	241		39		258		9		16		34		597	
enrolled in SC	90	37%	14	36%	79	31%	1	11%	4	25%	12	35%	200	34%
enrolled in PO	88	37%	16	41%	113	44%	6	67%	9	56%	16	47%	248	42%
enrolled in R	7	3%	0	0%	11	4%	0	0%	1	6%	1	3%	20	3%
Total GATE	185	77%	30	77%	203	79%	7	78%	14	88%	29	85%	468	78%
not in GATE	20	8%	1	3%	29	11%	1	11%	0	0%	2	6%	53	9%
not in TUSD	36	15%	8	21%	26	10%	1	11%	2	13%	3	9%	76	13%
Qualified for 1617 SC	304		48		359		8		25		41		785	
enrolled in SC	97	32%	14	29%	81	23%	3	38%	5	20%	17	41%	217	28%
enrolled in PO	113	37%	18	38%	169	47%	2	25%	14	56%	13	32%	329	42%
enrolled in R	17	6%	1	2%	31	9%	0	0%	1	4%	0	0%	50	6%
Total GATE	227	75%	33	69%	281	78%	5	63%	20	80%	30	73%	596	76%
not in GATE	29	10%	2	4%	44	12%	2	25%	3	12%	5	12%	85	11%
not in TUSD	48	16%	13	27%	34	9%	1	13%	2	8%	6	15%	104	13%
Qualified for 1516 SC	309		40		380		8		25		47		809	
enrolled in SC	63	20%	7	18%	74	19%	4	1%	3	1%	17	4%	168	21%
enrolled in PO	154	50%	22	55%	188	49%	3	1%	15	4%	21	6%	403	50%
enrolled in R	27	9%	2	5%	22	6%	1	0%	0	0%	0	0%	52	6%
Total GATE	244	79%	31	78%	284	75%	8	100%	18	72%	38	81%	623	77%
not in GATE	31	10%	2	5%	46	12%	0	0%	6	24%	3	6%	88	11%
not in TUSD	34	11%	7	18%	50	13%	0	0%	1	4%	6	13%	98	12%
Qualified for 1415 SC	314		51		419		11		25		47		867	

enrolled in SC	75	24%	8	16%	62	15%	2	18%	2	8%	8	17%	157	18%
enrolled in PO	143	46%	17	33%	196	47%	4	36%	14	56%	22	47%	396	46%
enrolled in R	14	4%	1	2%	44	11%	1	9%	1	4%	2	4%	63	7%
Total GATE	232	74%	26	51%	302	72%	7	64%	17	68%	32	68%	616	71%
not in GATE	23	7%	12	24%	76	18%	4	36%	3	12%	9	19%	127	15%
not in TUSD	59	19%	13	25%	41	10%	0	0%	5	20%	6	13%	124	14%

B. Expanded Access Through Open GATE.

To provide additional access to and encourage additional participation in GATE services and programs, the District created an open-access GATE program at Tully Elementary. This program is a modified GATE self-contained model, where gifted-endorsed teachers provide gifted instruction to all students in regular classrooms. As an open-access GATE school, there is no qualifying requirement (testing) to enroll. All students, both neighborhood and open enrollment, can attend, limited only by seat capacity. On-site curriculum service providers provide weekly gifted training and provide co-teaching for every classroom teaching.

The District also implemented a 2nd grade self-contained GATE class at Wheeler Elementary and a pre-GATE kindergarten and a self-contained 2nd grade class at Roberts-Naylor, placing offers to students who were on waitlists for other self-contained sites. In SY 17-18, pre-GATE kindergarten and 1st through 3rd grade self-contained classes are available at Wheeler and Roberts-Naylor. The District also submitted a desegregation impact analysis to the Plaintiffs and Special Master for an open-access GATE program at Roberts-Naylor so that the students in the Tully open-access program could continue through a GATE pipeline to the Roberts-Naylor program, and so the Roberts-Naylor program could become a magnet program.

C. Recruitment and Outreach.

In SY 15-16, the District held numerous recruitment and outreach activities to increase the number of African American and Hispanic students, including ELL students,

who responded and accepted placement offers in GATE self-contained and GATE dual language self-contained programs. An examination of the acceptance and placement data for SY 16-17 shows a notable increase in the percentage of qualified students enrolling in self-contained programs.

Building on the outreach efforts of SY 15-16, the District implemented additional strategies to encourage student recruitment. These efforts included revising procedures, updating marketing materials, and conducting additional outreach to parents. From September through November 2016, the GATE coordinator met with self-contained GATE teachers at each self-contained GATE school and with all itinerant GATE teachers to review and implement updated and consistent student recruitment and retention support services. Each meeting agenda provided awareness of issues and concerns regarding student retention in GATE services and provided staff with consistent expectations and practices for reaching out to families to minimize declines and non-responses to GATE placement offers. Information also included monitoring and support procedures in place for students currently in a GATE program.

The GATE department held two GATE Information Nights at Lineweaver Elementary School and Doolen Middle School in September 2016, prior to GATE testing. The events were designed to inform parents, with special outreach to African American and Hispanic families, about opportunities to participate in GATE programs as an ALE choice. The District sent invitations for the GATE Information Nights to each student's home address, posted GATE Invitation to Test mailers and invitations at every school site and on the District and GATE websites, and included them in the Superintendent's District Team Update.

Representatives from every self-contained GATE site attended and presented information regarding their sites. The presentation also covered GATE testing, open enrollment, and transportation and gave parents an opportunity to ask questions about the District's GATE services. GATE Information Nights were well attended with

approximately 100 families participating in each one. Staff conducted head counts of parents in attendance and took informal follow-up notes at the events.

After testing in fall 2016, the District included invitations to attend open houses in the placement offers sent to all qualified student families. From January through March 2017, the elementary and middle schools held GATE open houses for families to attend and learn about the school's GATE program. Kellond, Hollinger, Lineweaver, Roberts-Naylor, Wheeler, and White elementary and K-8 schools held a second GATE open house to give parents an additional opportunity to respond to the placement offer.

In addition, the District sent GATE open house notice postcards to every school office to distribute to parents, and the sites handed them out at parent-teacher conferences and morning cafecito parent meetings. The cafecitos targeted kindergarten families and, the number of kindergarten students testing rose from approximately 1,000 to more than 1,200.

In February 2017, the GATE department sent each site a list of students whose families had not responded to placement offers by the due date, and a team of teachers at each site made direct phone calls to those families. In addition, the department sent reminder notices and a survey to nonresponsive families or families that declined services. The department utilized a database to collect and record the survey responses to help improve procedures and services in the GATE program. GATE staff will continue to conduct and analyze decline/exit surveys.

III. Outcomes.

A. Graduation Rates for ALE students.

Below are tables showing how ALE participation affected overall graduation rates among high school seniors at each school. The District has concerns about the accuracy of these rates, and the Arizona Department of Education is still working on finalizing graduation numbers and confirming their accuracy. The District also cautions about relying heavily on these numbers because they are based on a single year of school. Using overall graduation numbers based on a

four-year cohort would provide even more unreliable numbers, as it would add additional variables which have not been controlled in providing this data. Nevertheless, not surprisingly, the data show that overall graduation rates for those students who participate in ALEs are higher than those for all students.

Graduation Rates for Seniors Taking ALEs⁷

School	White	AA	Hisp	Overall
Catalina	79%	100%	87%	86%
Cholla	86%	100%	96%	96%
Palo Verde	80%	91%	86%	84%
Pueblo	86%	100%	94%	92%
Rincon	95%	94%	98%	96%
Sabino	99%	86%	97%	98%
Sahuaro	98%	100%	99%	99%
Santa Rita	100%	100%	91%	97%
Tucson H	96%	84%	95%	94%
University	100%	100%	100%	100%

Graduation Rates for All Seniors

School	White	AA	Hisp	Overall
University High	99%	100%	100%	99%
Sabino	95%	86%	95%	95%
Sahuaro	94%	94%	95%	95%
Tucson High	92%	86%	91%	91%
Cholla	89%	94%	89%	88%
Rincon	83%	91%	88%	88%
Pueblo	82%	80%	89%	87%
Santa Rita	89%	80%	72%	82%

⁷ The Tables in this section should not be provided to other parties because of privacy reasons.

Palo Verde	77%	84%	76%	78%
Catalina	65%	100%	67%	71%

B. Percentage of All 10th-12th Grade Students That Are Enrolled in AP Classes.

School	White	AA	Hisp	Total
Catalina	15%	6%	16%	14%
Cholla	3%	0%	1%	1%
Palo Verde High Magnet School	25%	19%	26%	24%
Pueblo	25%	4%	19%	19%
Rincon	28%	18%	24%	24%
Sabino	53%	35%	46%	50%
Sahuaro	39%	29%	37%	38%
Santa Rita	0%	0%	1%	0%
Tucson High Magnet School	36%	17%	16%	19%
University	100%	100%	100%	100%
Total	44%	18%	22%	27%

C. Percentage of All 10th-12th Grade Students Completing AP Classes.

School	White	AA	Hisp	Total
Catalina	79%	100%	91%	88%
Cholla	33%	NA	63%	55%
Palo Verde High Magnet School	83%	63%	78%	78%
Pueblo	78%	100%	79%	78%

Rincon	86%	70%	84%	82%
Sabino	96%	93%	92%	95%
Sahuaro	93%	91%	92%	92%
Santa Rita	% ⁸	%	100%	100%
Tucson High Magnet School	88%	91%	93%	91%
University	99%	100%	99%	99%
Total	94%	85%	89%	91%

D. Percentage of Students Receiving Passing Grades in AP Classes.

School	White	AA	Hisp	Total
Catalina	100%	100%	93%	96%
Cholla	100%	NA	100%	100%
Palo Verde High Magnet School	93%	100%	90%	93%
Pueblo	100%	100%	92%	92%
Rincon	89%	88%	90%	90%
Sabino	99%	100%	99%	99%
Sahuaro	96%	97%	90%	94%
Santa Rita	%	%	100%	100%
Tucson High Magnet School	98%	100%	93%	94%
University	100%	100%	100%	100%
Total	98%	98%	94%	96%

⁸ This data cannot be provided for privacy reasons. Throughout this document, the % symbol is used in tables without numbers where the numbers cannot be provided for privacy reasons.

E. Percentage of 11th and 12th Grade Students Participating in Dual Credit

School	AA	Hisp	White	Total
Catalina	11%	16%	15%	15%
Pueblo	7%	6%	10%	6%
Rincon	1%	5%	3%	4%
Santa Rita	17%	16%	30%	21%
Tucson High Magnet School	6%	81%	14%	42%
Total	6%	7%	12%	8%

F. Percentage of 11th and 12th Grade Students Receiving College Credit for Dual Credit Course.

School	AA	Hisp	White	Total
Catalina	86%	89%	100%	93%
Pueblo	100%	95%	100%	95%
Rincon	100%	93%	100%	95%
Santa Rita	100%	100%	91%	96%
Tucson High Magnet School	100%	100%	100%	100%
Total	94%	96%	96%	97%

G. Students Completing 2 Semester Pre-AP Honors Classes 9th-12th Grade.

School	AA	Hisp	White	Total
Catalina	88%	90%	79%	88%
Cholla	78%	91%	92%	91%
Palo Verde High Magnet School	88%	93%	86%	91%
Pueblo	82%	86%	91%	86%
Rincon	91%	88%	93%	89%

Sabino	88%	87%	94%	92%
Sahuaro	86%	91%	93%	92%
Santa Rita	80%	86%	83%	85%
Tucson High Magnet School	89%	95%	92%	95%
University	100%	97%	98%	98%
Total	89%	92%	94%	93%

H. Students Receiving High School Credit for Pre-AP Honors Classes.

School	AA	Hisp	White	Total
Catalina	71%	80%	74%	77%
Cholla	100%	95%	100%	96%
Palo Verde High Magnet School	79%	91%	90%	90%
Pueblo	86%	86%	90%	86%
Rincon	85%	87%	79%	85%
Sabino	87%	93%	97%	95%
Sahuaro	100%	94%	98%	96%
Santa Rita	88%	90%	95%	90%
Tucson High Magnet School	92%	90%	92%	90%
University	97%	100%	99%	100%
Total	89%	91%	95%	92%

I. 6th-8th Grade Participation in at Least One HS Course – 40th Day.

School	African American	Hispanic Latino	White Anglo	Total
Booth-Fickett Math/Science K-8 Magnet	10%	16%	24%	18%
Dodge Traditional Magnet Middle	3%	16%	23%	16%
Doolen Middle School	7%	15%	23%	17%
Gridley Middle	6%	9%	11%	10%

School				
Hollinger K-8	%	14%	%	13%
Magee Middle School	14%	14%	15%	14%
Mansfeld Middle School	11%	12%	15%	12%
Miles Exploratory Learning Center K-8	%	15%	6%	10%
Pistor Middle School	8%	14%	15%	13%
Robins K-8	43%	28%	22%	28%
Roskruge Bilingual K-8 Magnet	7%	37%	24%	33%
Safford K-8 Magnet	14%	18%	22%	18%
Secrist Middle School	5%	4%	4%	5%
Utterback Middle Arts Magnet	11%	12%	%	11%
Vail Middle School	17%	17%	17%	17%
Valencia Middle School	%	7%	7%	7%
Total	8%	14%	15%	14%

J. 6th-8th Grade Receiving HS Credit in at Least One HS Course.

School	African American	Hispanic Latino	White Anglo	Total
Booth-Fickett Math/Science K-8 Magnet	67%	83%	79%	83%
Dodge Traditional Magnet Middle	100%	95%	95%	95%
Doolen Middle School	50%	78%	79%	77%
Gridley Middle School	100%	96%	89%	93%
Hollinger K-8	%	100%	%	100%
Magee Middle School	67%	40%	71%	56%

Mansfeld Middle School	71%	75%	93%	78%
Miles Exploratory Learning Center K-8	%	100%	100%	100%
Pistor Middle School	100%	95%	88%	95%
Robins K-8	100%	100%	100%	100%
Roskruge Bilingual K-8 Magnet	%	94%	100%	93%
Safford K-8 Magnet	%	90%	50%	85%
Secrist Middle School	50%	57%	75%	70%
Utterback Middle Arts Magnet	50%	64%	na	61%
Vail Middle School	75%	88%	97%	91%
Valencia Middle School	na	67%	83%	63%
Total	69%	84%	85%	83%

IV. ALE Participation Limited By Other Factors.

Please identify those schools where enrollment caps, school size, master schedule and teacher qualifications limited enrollment in particular ALEs. Specify for each school which of these factors have limited enrollment.

The only ALEs limited by enrollment caps were self-contained GATE programs at Kellond and Lineweaver. However, this is no longer a factor (please see answer for oversubscribed schools below).

Very few schools are limited by these factors. In fact, several schools have adopted initiatives to address any limitations including having 8th grade students attend a near-by high schools for high school credit classes.

However, a few small K-8 schools (e.g. Borman and Drachman) have found it challenging to offer selected ALEs for their 6th-8th grade students. This is due to small student population in these grades and the differences in master school schedules and class structure when compared to traditional middle schools.

The District's ability to provide more ALEs may be limited by the availability of qualified teachers, as are all other school Districts.

When programs are oversubscribed, what are the rules for determining which students are placed (i.e., student rates considered?)

In SY 2017-18, there were no oversubscribed schools. In 2016-17 the only oversubscribed programs were the self-contained programs at Kellond and Lineweaver. The District addressed this by opening two additional self-contained programs at Roberts-Naylor and Wheeler thereby eliminating the waitlist.

If a school is oversubscribed, students are offered placement on rank order of qualifying scores.

In reporting data for elementary schools, please array schools by the data from highest to lowest on each measure for AA and Latino students separately but including Whites in both.

This data is included in the following tables.

A. GATE by African American Participation

Pullout GATE Participation Sorted by Percentage of AA Participants

School⁹	African American	White	Total
Davis	31.3%	23.0%	20.0%
Collier	22.2%	25.3%	19.9%
Hughes	14.3%	38.3%	26.7%
SolengTom	14.3%	16.2%	13.2%
Tully	8.8%	13.2%	7.8%
Gale	8.0%	20.1%	16.3%
Henry	7.5%	8.4%	8.1%
Sewell	6.0%	9.2%	8.6%
Carrillo	5.9%	14.6%	11.3%
Bonillas	5.0%	5.3%	5.2%

⁹ The remaining elementary schools have insufficient numbers of African American students to report for privacy reasons.

Manzo	5.0%	8.3%	5.9%
Holladay	4.7%	16.7%	3.4%
Fruchthendler	4.5%	5.2%	6.1%
White	4.5%	2.6%	3.7%
Cavett	4.2%	13.6%	4.4%
Drachman	4.0%	7.9%	6.2%
Bloom	3.3%	7.3%	5.6%
Hudlow	3.3%	4.8%	3.8%
Kellond	3.1%	2.8%	4.6%
Borton	3.0%	37.5%	15.3%
Lineweaver	2.6%	5.6%	4.4%
Whitmore	2.2%	12.8%	7.2%
Cragin	2.0%	7.4%	4.8%
Howell	1.9%	7.8%	4.0%
Wright	1.4%	5.1%	3.4%

Traditional Self-Contained GATE Participation Sorted by Percentage of African American Participants¹⁰

School	African American	White	Total
Lineweaver	25.6%	42.6%	28.5%
Kellond	24.6%	33.9%	23.7%
Wheeler	15.4%	13.1%	12.0%
Roberts-Naylor	4.5%	10.8%	7.0%
White	4.5%	23.7%	12.2%

¹⁰ The number of African American students participating in cluster GATE classes is too small to report for privacy reasons.

Tully	1.8%	15.8%	4.9%
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B. GATE by Hispanic Participation.

Pullout GATE Participation Sorted by Percentage of Hispanic Participants

School	Hispanic	White	Total
Hughes	21.1%	38.3%	26.7%
Davis	18.3%	23.0%	20.0%
Carrillo	12.0%	14.6%	11.3%
Collier	10.4%	25.3%	19.9%
Sewell	9.4%	9.2%	8.6%
Borton	8.8%	37.5%	15.3%
Henry	8.7%	8.4%	8.1%
Gale	8.5%	20.1%	16.3%
Fruchthendler	8.2%	5.2%	6.1%
Tolson	8.1%	%	6.8%
SolengTom	7.6%	16.2%	13.2%
Johnson	7.0%	%	5.8%
Tully	7.0%	13.2%	7.8%
Davidson	6.6%	1.7%	4.2%
Marshall	6.3%	7.4%	5.9%
Drachman	5.9%	7.9%	6.2%
Manzo	5.7%	8.3%	5.9%
Kellond	5.6%	2.8%	4.6%
Ochoa	5.4%	40.0%	6.1%
Whitmore	5.4%	12.8%	7.2%
Vesey	4.9%	5.3%	5.0%

Bloom	4.8%	7.3%	5.6%
Mission View	4.8%	%	5.3%
Bonillas	4.6%	5.3%	5.2%
Henry (Hank) Oyama	4.5%	0.0%	3.7%
Van Buskirk	4.5%	12.5%	4.5%
Warren	4.5%	0.0%	4.6%
Miller	4.4%	10.0%	4.3%
Maldonado	4.3%	0.0%	4.3%
Erickson	4.1%	6.0%	4.2%
White	4.0%	2.6%	3.7%
Laura N Banks	3.9%	11.0%	5.8%
Cragin	3.9%	7.4%	4.8%
Cavett	3.8%	13.6%	4.4%
Lineweaver	3.8%	5.6%	4.4%
Robison	3.8%	5.9%	3.6%
Steele	3.8%	5.2%	4.2%
Hudlow	3.6%	4.8%	3.8%
Lynn/ Urquides	3.3%	6.7%	3.2%
Ford	3.2%	2.6%	2.9%
Howell	3.0%	7.8%	4.0%
Wright	2.6%	5.1%	3.4%
Grijalva	2.4%	0.0%	2.1%
Wheeler	2.4%	2.9%	2.3%
Dunham	2.1%	4.8%	2.0%
Myers-Ganoung	1.5%	1.7%	1.4%
Holladay	0.8%	16.7%	3.4%

Blenman	0.7%	4.6%	1.2%
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Traditional Self-Contained GATE Participation Sorted by Percentage of Hispanic Participants¹¹

School	Hispanic	White	Total
Lineweaver	17.6%	42.6%	28.5%
Kellond	14.7%	33.9%	23.7%
White	11.7%	23.7%	12.2%
Wheeler	9.4%	13.1%	12.0%
Roberts-Naylor	7.3%	10.8%	7.0%
Tully	3.7%	15.8%	4.9%

¹¹ The number of Hispanic students participating in cluster GATE classes is too small to report for privacy reasons.