

## Exhibit V-C

### **District Provided Description of UHS Concern about Admission Requirements, February 16, 2018**

Eligibility for UHS admission is based on three factors: (1) a minimum entrance test score in the 77<sup>th</sup> percentile; (2) a minimum GPA of 3.0 in four core subjects, and (3) admission points. Students receive admission points (3<sup>rd</sup> factor) based on their entrance test score (1<sup>st</sup> factor) and their GPA (2<sup>nd</sup> factor). If a student's GPA and entrance test score combine to give the student 50 admission points, that student is eligible for UHS admission.

In SY 13-14, the District implemented a short-answer essay option as an additional non-cognitive assessment for students who satisfied the first two eligibility factors but did not reach 50 admission points. Students who had a minimum of 43 admission points were eligible for completing the short-answer essay. A quality short-answer essay could qualify a student with 43 or more admission points for UHS admission (essentially give them a boost up to 50 points). That year (13-14), 60 students satisfied the first two factors (minimum entrance test score in the 77<sup>th</sup> percentile and a minimum GPA of 3.0 in four core subjects) and had admission points totaling between 43 and 49 points, making them eligible for the short-answer essay. Four of these students were African American and, based on the essay, three of these four were offered placement at UHS. As a result, the total number of African American students who qualified for placement at UHS in SY 13-14 was 11.

In SY 14-15, the District adjusted the distribution of admission points by increasing the number of points associated with qualifying test scores, reducing the value of the GPA. As a result, fewer students who had a qualifying test score fell short of the necessary 50 admission points. Thus, fewer students, including zero African American students, had to participate in the short answer essay.

For the 14-15 and 15-16 school years, the District continued to use the short-answer essay as a multiple measure for students who satisfied the first two factors but only reached 43 admission points (this minimum was later increased to 45 admission points, and that increase has not resulted in any fewer African American students qualifying for taking the short-answer essay or equivalent multiple measure). However, there were no African American students over that two-year period that satisfied the first two factors but did not reach 50 admission points.

In SY 14-15, five African American students satisfied the first two factors for UHS eligibility (77<sup>th</sup> percentile on entrance exam and 3.0 GPA). All five of these students reached 50 admission points based on their exam score and GPA. Thus, none of these five students needed the additional bump available from the short-answer essay, and no

other African American students had both a 3.0 GPA and scored in the 77<sup>th</sup> percentile on the entrance exam.

In SY 15-16, 13 African American students qualified for UHS by satisfying the first two factors and also by reaching 50 admission points based on those first two factors. Similar to SY 14-15, none of these students needed to take the short-answer essay, and no other African American students qualified to take the short-answer essay by satisfying the first two factors.

In both SY 14-15 and SY 15-16, in addition to the short-answer essay option, the District piloted another multiple measure (sometimes referred to as non-cognitive), the ACT Engage. In SY 16-17, the ACT Engage measure completely replaced the short-answer essay, because the District wanted to move away from a subjective measure to an objective, research-based multiple measure.

In SY 16-17, eight African American students qualified for UHS admission. Once again, all eight qualified based on the first two factors and by reaching 50 admission points. Consequently, no African American students needed to take the multiple measure, and no additional African American students qualified to take the multiple measure (by satisfying the first two factors).

Additionally, cutoff score reductions have been considered. Specifically, the District looked into lowering the requirement of a 3.0 GPA in the core courses. However, if the District lowered the 3.0 GPA requirement to 2.9 or 2.8, the difference in the number of eligible African American students would be little to none, and would likely be swallowed up by the additional number of White students who became eligible for UHS. If the District lowered the GPA requirement further, it is very unlikely that students who had these lower GPAs would be able to successfully complete the more rigorous and advanced curricula at UHS.

Finally, UHS administration reaches out to parents of African American students for additional support for potential and current African American students. UHS arranges before-school coffee events sponsored by the UHS Parent Association with the aim of allowing and encouraging African American parents of UHS students to strategize on how to recruit more African American students for UHS. In addition, the school held an African American family dinner attended by 70 7<sup>th</sup> and 8<sup>th</sup> grade TUSD students and their parents. At this dinner, current UHS African American parents and students were present to answer questions, dispel myths, encourage student enrollment, and provide future support. If African American parents express concerns or have questions about their child's potential experience at UHS, they are referred to an AA UHS alumni parent (who also is a UHS staff member) for support.