

EXHIBIT B

**Progress Report on
Advanced Learning Experiences**

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I. Introduction

On September 6, 2018, the Court entered an order granting partial unitary status to the Tucson Unified School District (the “District” or “Tucson Unified”) [ECF 2123]. Among other things, the Court ordered that:

“The Court adopts the ALE Policy Manual as the vehicle by which the District shall provide a record sufficient for determining unitary status,” including an assessment of ALE strategies targeted at “1) Student Identification: Access and Availability; 2) Increase[d] Student Enrollment: Recruitment, and 3) Student Support and Engagement.”

[ECF 2123, pp. 63-65]. Pursuant to this order, the District has prepared this report of strategies and USP compliance related to the District’s Advanced Learning Experiences (ALEs), including a progress report regarding access to, participation in, and completion of ALEs within the District.¹

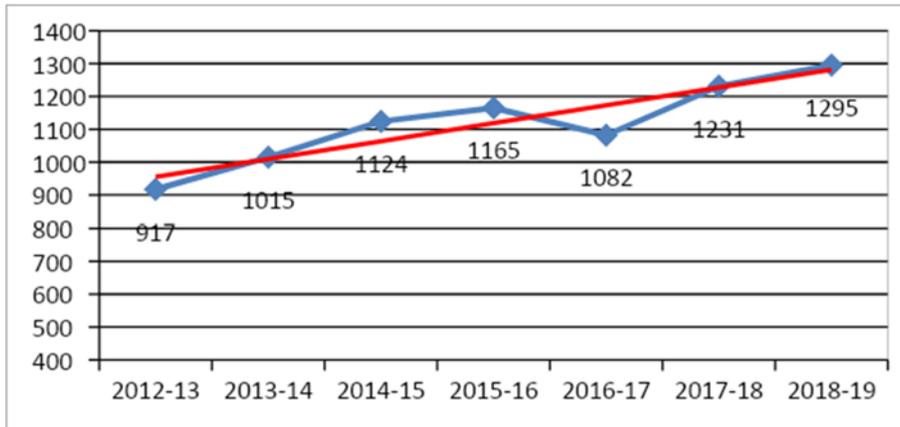
This report addresses the effectiveness of ALE strategies outlined in the ALE Access and Recruitment Plan, ALE Supplement, and court orders, as they relate to ALE access, participation, and completion. This information evidences the District’s compliance with the Unitary Status Plan (USP) in providing equitable access to, and support for, ALE programs and courses.

The District has prepared an O&R Addendum on its outreach and recruitment efforts for both Magnet and ALE programs. That addendum is incorporated herein by reference.

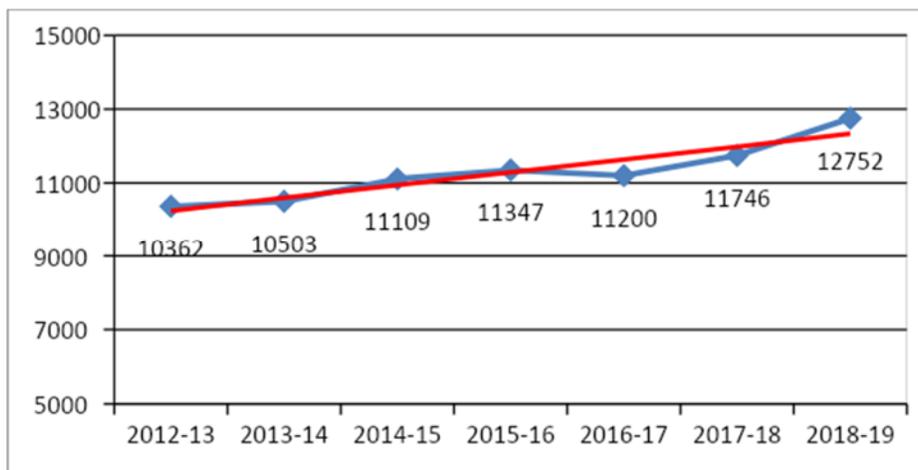
The District has been incredibly successful in improving access to, participation in, and completion of ALEs over the life of the USP. As shown in the following charts, overall ALE participation by African American and Hispanic students has grown continuously and significantly over the last five years. Key in driving these increases has been the District’s innovative and extensive efforts to offer additional ALE services to students who otherwise would not have known of, qualified for, enrolled in, and/or successfully completed such services and courses.

¹ As noted in the Notice of Filing ALE Policy Manual to which this document is attached, the District has previously submitted assessments of USP compliance that the District incorporates herein [see ECF 2057-1, pp. 176-223 and appendices cited therein; ECF 2124-1, pp. 50 -73 and appendices cited therein; ECF 2075-5; ECF 2092-1 and documents cited therein].

Number of African American Students Participating in ALEs with Trend Line



Number of Hispanic Students Participating in ALEs with Trend Line



In addition to these overall increases in ALE participation by African American and Hispanic students, the District has shown significant improvements in the number and/or percentages of African American and Hispanic students in nearly every ALE offered. Below, the District provides a report showing the progress made in each ALE, including a report of strategies used to increase access, participation, and completion.

Although it would be extremely difficult, if not impossible, to assess the direct quantitative effect each of these strategies has on students' participation and/or grades, the District's regular evaluations of each strategy and program, as well as the increase in the availability of ALE services to African American and Hispanic students, confirm that collectively the strategies and programs currently in effect are successfully increasing access to and availability of ALEs for the District's

African American and Hispanic students. A more detailed explanation of all ALEs can be found in the Policy Manual section of this submission.

II. Gifted and Talented Education (GATE)

As shown below, both African American and Hispanic student access to, participation in, and completion of GATE programs have increased significantly over the past five years due to the District's extensive efforts and innovative strategies and plans.

A. Access

The District utilizes several strategies to increase access to its GATE programs for African American and Hispanic students. Key among those strategies are testing entire grades of students for GATE qualification and creating cluster and open-access programs that provide GATE services to students who have not qualified for such services via testing.

GATE services are the primary ALE offered at the elementary school level, and every school offers one or more forms of GATE services. All elementary schools have pullout GATE services, and five schools have self-contained GATE services.² Fourteen schools have cluster GATE services (up from eleven in SY17-18), and eight schools have dual language services (up from five in SY17-18).³ Access to pullout GATE and self-contained GATE services is provided to all students who qualify by test score, without regard to race, ethnicity, or any other factor. The District specifically targets schools with the highest number of African American and Hispanic students to locate the additional GATE cluster programs. As shown in the following table, access to ALE services is equitable on a school-by-school basis at the elementary school level and in a manner unrelated to the schools' racial or ethnic composition.

² Tully does not have pullout GATE services because all Tully students receive push-in GATE services in addition to its self-contained curriculum.

³ The District recognizes the USP does not consider dual language classes as ALEs, but it includes this information for consistency with prior submissions reporting similar information.

2018-19 Elementary School ALE Offerings

School	PO GATE	SC GATE	Cluster GATE	Dual Lang.
Banks	✓			
Blenman	✓		✓	
Bloom	✓			✓
Bonillas	✓			
Borton	✓			
Carillo	✓			
Cavett (RC) ⁴	✓		✓	
Collier	✓			
Cragin	✓			
Davidson	✓			
Davis	✓			✓
Dunham	✓		✓	
Erickson	✓			
Ford	✓			
Fruchthendler	✓		✓	
Gale	✓			
Grijalva (RC)	✓		✓	✓
Henry	✓			
Holladay	✓			
Howell	✓		✓	✓
Hudlow	✓			✓
Hughes	✓			
Johnson	✓			
Kellond	✓	✓		
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	✓		✓	

⁴ RC indicates a school is racially concentrated as defined by the USP.

School	PO GATE	SC GATE	Cluster GATE	Dual Lang.
SolengTom	✓			
Steele	✓		✓	
Tolson (RC)	✓			
Tully ⁵		✓		
Van Buskirk (RC)	✓			✓
Vesey (RC)	✓			
Warren (RC)	✓			
Wheeler	✓	✓		
White (RC)	✓	✓		✓
Whitmore	✓			
Wright	✓		✓	

Over the life of the USP, access to GATE programs has grown significantly. In addition to the whole-grade testing and open-access and cluster classes noted above, several other strategies have contributed to this extensive expansion. Below is a description of several of these strategies and their contribution to the District's success in increasing access to GATE services.

1. Expanding cluster and self-contained GATE programs and placing them in locations that serve the highest number of African American and Hispanic students⁶

Perhaps the most successful strategy the District has focused on to expand GATE access is its GATE cluster programs. During SY13-14 there were fourteen complete or partial GATE cluster programs. During the following years, the District focused on improving the quality of several of these programs, eliminating programs that were not reasonably effective and creating complete programs at additional sites. By SY18-19, the District operated fourteen effective GATE cluster programs, matching the number of programs from SY13-14, while improving each of those programs to better serve students. The District strategically placed these programs at schools serving minority students, including Myers-Ganoung, Steele,

⁵ Tully is a modified self-contained program that provides full-time gifted services to all students regardless of qualifying status.

⁶ For a more complete assessment of specific strategies, the District combines related strategies into a combined analysis or explanation when appropriate. The listed strategies addressed in this section are: Open cluster Pullout GATE programs to at least the 2013-14 level and place them strategically at schools serving minority students, and especially target them at schools serving substantial numbers of African American students (October 24, 2017 Order [ECF 2084, p. 18]); and Identify a practicable policy for strategically placing Self-contained GATE programs to serve the greatest number of AA/H students, especially targeting AA students for ALE services, and apply that policy to identify where and when this expansion will occur [ECF 2123, p. 97].

and Wright, all which serve the highest numbers of African American students in the District.

Data from SY13-14 to SY18-19 shows a large increase in the number of African American and Hispanic students receiving gifted services through the cluster model (African American participation increased from 20 to 213, and Hispanic participation increased from 150 to 1,044), due in large part to the location of the schools selected as GATE cluster schools.⁷

GATE Cluster Sites in 2013-14 and 2018-19

<i>2013-14 GATE Cluster Sites</i>	<i>2018-2019 GATE Cluster Sites</i>
Collier	Blenman
Cragin	Cavett
Dietz	CE Rose
Drachman	Drachman
Dunham	Dunham
Erickson	Grijalva
Ford	Howell
Fruchthendler	Fruchthendler
Gale	Maldonado
Hudlow	Myers-Ganoung
Miller	Robins
Robins	Sewell
Warren	Steele
Whitmore	Wright

Additionally, the District recently expanded self-contained GATE sites. In SY18-19, both Roberts-Naylor K-8 and Wheeler extended their GATE self-contained programs to include 4th grade, and Roberts-Naylor expanded its open-access program to add 7th and 8th grades, resulting in many more students receiving GATE services. More information about participation in these programs can be found in the Participation section of this report.

⁷ More detailed information on participation is available in the Participation section of this report.

2. Testing all 1st and 5th grade students for GATE

Since SY15-16 the District has tested all 1st and 5th grade students for GATE qualification. This innovative strategy has been overwhelmingly successful: The number of African American and Hispanic students testing for GATE services more than doubled between SY14-15 and SY18-19, increasing from 435 to 1,050, and from 3,045 to 6,185, respectively.

Students Tested for GATE Services 14-15 to 18-19

Grade	Year	White	African Amer.	Hispanic	Native Amer.	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
	17-18	390	184	991	53	20	60	1,698
	18-19	382	169	906	46	34	62	1,599
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
	17-18	612	299	1,847	97	55	115	3,025
	18-19	562	266	1,721	124	48	99	2,820
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
	17-18	254	154	889	40	32	45	1,414
	18-19	266	149	832	52	28	56	1,383
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
	17-18	112	52	359	15	13	18	569
	18-19	118	59	335	15	10	19	556
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
	17-18	116	54	322	16	10	19	537
	18-19	116	59	299	17	15	26	532
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
	17-18	503	273	2,029	135	56	99	3,095

	18-19	486	328	1,971	123	54	88	3,050
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
	17-18	36	10	121	4	9	5	185
	18-19	38	20	121	4	5	8	196
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
	17-18	2,023	1,026	6,558	360	195	361	10,523
	18-19	1,968	1,050	6,185	381	194	358	10,136

An increase in the number of students tested is one of the strategies that has resulted in an increase in the number of students qualifying for GATE services. The table below shows the number of students qualifying for self-contained and pullout services from SY16-17 to SY18-19. The number of African American and Hispanic students who qualified for self-contained and pullout services has grown over the life of the USP.

Students Qualifying for GATE Services 16-17 to 18-19

Year	Measure	White	African American	Hispanic	Native American	Asian / PI	Multi-Racial	Total
Qualified for self-contained GATE								
16-17	N	240	39	257	9	16	34	595
	% of qual	40%	7%	43%	2%	3%	6%	100%
17-18	N	257	40	278	7	27	17	626
	% of qual	41%	6%	44%	1%	4%	3%	100%
18-19	N	209	45	266	14	13	25	572
	% of qual	37%	8%	47%	2%	2%	4%	100%
Qualified for pullout GATE								
16-17	N	88	17	195	12	8	12	332
	% of qual	27%	5%	59%	4%	2%	4%	100%
17-18	N	100	26	189	9	7	10	341
	% of qual	29%	8%	55%	3%	2%	3%	100%

18-19	N	128	26	197	15	12	17	395
	% of qual	32%	7%	50%	4%	3%	4%	100%

3. Increasing the number of GATE teachers⁸

Another strategy that has resulted in additional access to GATE services has been the District's GATE incentive plan, which allows and encourages teachers to earn a provisional gifted endorsement at no cost, except for the \$60 they pay to the Arizona Department of Education for an endorsement. The addition of GATE certified teachers has allowed for the continual expansion of the District's GATE program. Currently, teachers need to have 90 hours of gifted training for the provisional gifted endorsement and an additional 45 hours of training and two to three years of teaching to receive their permanent endorsement. The District's incentive plan includes a \$25 hourly stipend for teachers taking gifted professional development provided by the District during off-contract time; on-contract professional development at individual sites; two sessions of free one-week training by the Phoenix Summer Desert Institute; and free training at the Arizona Association for Gifted and Talent Education State Conference, the National Association of Gifted and Talented Conference, and the one-day summer session provided by the Arizona Association for Gifted and Talented. These professional development opportunities are credited towards obtaining a gifted endorsement.

Additionally, the GATE department implemented stipends for teachers holding a permanent gifted endorsement for the purpose of improving recruitment and retention of gifted teachers in Tucson Unified in all GATE programs.⁹ Beginning in SY19-20, provisionally endorsed teachers will receive a smaller stipend.

The District's strategy of transporting qualified students to self-contained GATE programs is not currently constrained by budgetary issues. The District provides necessary transportation at no cost to students who have qualified for self-contained GATE and want to attend at another Tucson Unified school.

⁸ This section includes the following strategies: Create an incentive program that will draw teachers to become GATE certified [ECF 2084, p. 18]; Provide free professional development in gifted strategies during the summer (ALE Plan, p. 25); and Provide financial assistance to teachers willing to complete GATE and bilingual endorsements (ALE Plan, p. 26).

⁹ In addition to the permanent gifted endorsement, teachers must complete other requirements to receive the stipend.

4. Increasing dual language ALEs¹⁰

The District works to expand access to GATE services by implementing three strategies to increase the District's dual language (DL) ALE: (1) continue to maintain the quality of the K-8 dual language GATE program at Hollinger; (2) improve marketing for the dual language GATE program on the GATE website; and (3) provide strategic marketing to identified families.

Specifically, the District reaches out to all qualifying GATE students with an invitation to attend the Hollinger DL program and provides families with information about the program. The District created a new rack card and a full-page flyer and posted the flyer on the District GATE website. Hollinger DL GATE program staff also created a video to market the program.

The District hosts both the spring GATE makeup test and the spring Family Enrichment Night at Hollinger. These district-wide events draw many families.

Additionally, the District works to reduce and eliminate any potential negative effects of the dual language program for non-native Spanish speakers. The District's current dual language GATE program at Hollinger is an opt-in program that begins with students in kindergarten and 1st grade and includes non-native Spanish speaking students who learn and participate in the program from the earliest years, keeping them on pace with native Spanish speakers. These courses are taught by teachers who speak English and Spanish and can communicate clearly and effectively with non-native Spanish speaking students. As a result, this dual language ALE is not differentially accessible to non-native Spanish speakers, and it does not otherwise put non-native Spanish speaking students at a disadvantage. Hollinger offers pullout GATE for those qualified students who begin at the school after 3rd grade and cannot participate in dual language GATE because they do not have grade-level proficiency in Spanish.¹¹ In this way, Hollinger supports participation of those students without grade-level Spanish proficiency in ALEs.

¹⁰ The strategy addressed in this section is: Include plans and effective strategies for increasing dual language ALEs, including how to offset the impact of dual language ALEs on access to ALEs for non-Spanish speaking African American and Latino students [ECF 2123, p. 89].

¹¹ All dual language programs in Tucson Unified follow the Two Way Dual Language (TWDL) model.

5. Providing gifted services to all 1st grade students¹²

The District implements the nationally researched PETS-Primary Education Thinking Skills program for kindergarten and 1st grade students district-wide. GATE itinerant teachers model gifted teaching strategies for regular education teachers, expose them to gifted instruction opportunities, and promote the benefits of gifted teaching strategies for all students. The purpose of this program is to teach critical thinking skills to all early learners to increase identification of cognitively talented students in the early grades who may not be identified by traditional testing. These lessons provide open-access GATE services for all K-1 students.

This model of exposure and increased familiarity to GATE services is a means of encouraging underrepresented families to have their students tested for GATE services and enroll in GATE programs if offered placement. By providing these classes, the number of students receiving gifted lessons increases.

Pre-GATE kindergarten services are offered at five self-contained GATE sites. Upon successful completion of the school year, these students are offered placement in 1st grade self-contained or pullout GATE, increasing the number of African American and Hispanic students participating in GATE services.

6. Utilizing multiple eligibility measures to identify and admit African American and Hispanic students for ALEs¹³

Another strategy the District has utilized to expand access to GATE services is to study and pilot various multiple measures for identifying African American and Hispanic students for GATE services.

In SY13-14, the District eliminated the use of the Otis-Lennon School Ability Test (OLSAT) for kindergarten students and expanded the use of the CogAT 7 for kindergarten. In SY14-15, the District modified existing assessments and piloted the non-verbal, performance-based assessment, Discovering Intellectual Strengths and

¹² The listed strategy discussed in this section is: Study the possibility of providing GATE services to all first grade students, including potentially a 45-minute weekly lesson from a gifted-endorsed teacher (ALE Plan, p. 25).

¹³ This section addresses the following strategies: 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 (ALE Plan, p. 18); Assess the racial distribution of eligible GATE candidates for a range of lower cut-test scores [ECF 2084, p. 18]; Eliminate use of the OLSAT (ALE Plan, p. 17); Require the CogAT 7 as the only acceptable version of the CogAT (ALE Plan, p. 17); and 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 (ALE Plan, p. 17).

Capabilities while Observing Varied Ethnic Responses (DISCOVER), to identify diverse students for gifted programs. The pilot targeted students in kindergarten and 1st grade at thirteen schools with high numbers of Hispanic and African American students. Based on assessment results for DISCOVER, the District determined that the pilot did not identify a significant number of these students relative to the significant expenditure of time and resources, and that utilizing the DISCOVER test district-wide would not be the best strategy for identifying diverse students for ALE participation.¹⁴

In November 2015, the GATE Coordinator and staff from the Assessment and Program Evaluation Department attended the National Association for Gifted Children convention and collected data on other options for alternate assessments. In December 2015, the District decided it would pilot the Naglieri Non-Verbal Abilities Test (NNAT) in spring 2016. Ten elementary school sites with many 1st grade African American and Hispanic students were selected to pilot the NNAT: Blenman, Cavett, Erickson, Grijalva, Holladay, Maldonado, Myers-Ganoung, Tully, Vesey, and Wright. First grade students were selected so that the NNAT scores could be compared to their SY15-16 Raven and CogAT scores. Based on the District's evaluation of the NNAT results, the District determined the NNAT did not increase the identification of African American and Hispanic students for ALE services. The District therefore continued using the CogAT and Raven assessments and continued researching alternative testing protocols for identifying underrepresented students for GATE programs and other ALE services.

Related to that, the District's GATE department developed and implemented a classroom observation rubric to identify students who might benefit from receiving additional GATE services in a pullout or self-contained GATE program. A committee of GATE teachers and coordinators, who attended the Arizona Association for Gifted and Talented conference and participated in trainings on differentiated classroom observation, created the GATE Differentiated Observation Classroom Screener, or DOCS1. The committee researched a variety of models and gathered input from other districts in Arizona that used similar observation scales to identify underrepresented students who qualify for gifted services. The GATE DOCS1 identified additional Hispanic students, including English language learner (ELL) students, and the District invited them to participate in the GATE pullout program at Mission View.

¹⁴ For more details, see 2014-15 DAR, Appendix V-10, Discover Pilot Evaluation.

In 2017, a GATE itinerant teacher administered GATE DOCS1 in Spanish to ELL students at Cavett, Maldonado, Roberts-Naylor, Hollinger, and White elementary and K-8 schools. In addition, a pilot utilizing the ELL screener was used for a targeted group of ELL students identified by itinerant teachers at Mission View.

At the end of SY18-19, the District evaluated each of the assessments for identifying students for GATE and other ALE services and determined that GATE DOCS1 was not as effective as Raven's Progressive Matrices. Thus, the District discontinued use of the GATE DOCS1 screener.

Currently, as a multiple eligibility measure, the District uses Raven's Progressive Matrices assessment. The District also uses the AZELLA (Arizona English Language Learner Assessment) as a multiple measure for ELL students. In the fall of SY19-20, the GATE department will review AZELLA scores from the Language Acquisition Department to identify students who pass the AZELLA within a twelve- to eighteen-month period.¹⁵

Additionally, the District continues to use local site-based norms for both the pullout program and the self-contained program. For example, the District decreased the Raven assessment stanine cut score from an NCE of 268 to 258 for identifying students. As a result, the number of qualified students increased among all ethnic/racial groups, as shown below.

2018-19 Qualifiers for 2019-20 SC GATE Placement with Lower NCE Cut Score

	White/ Caucasian	African American	Hispanic	Total Qualifiers
NCE cut score	N	N	N	N
258 NCE	216	45	268	529
268 NCE	192	36	226	454

¹⁵ Rapid language acquisition is an indicator of high potential and giftedness. Targeted students are then assessed with additional measures.

7. Utilizing multiple eligibility measures to identify and admit ELL students for ALEs¹⁶

The District also implemented multiple strategies to increase access to GATE services for ELL students. In SY14-15 the District piloted the Aprenda assessment for grades 3-5 and the CogAT 7-Spanish, seeking to increase the number of Spanish-speaking students, including English language learners, participating in ALEs. The District discontinued the use of Aprenda because it is a performance test rather than a cognitive test.

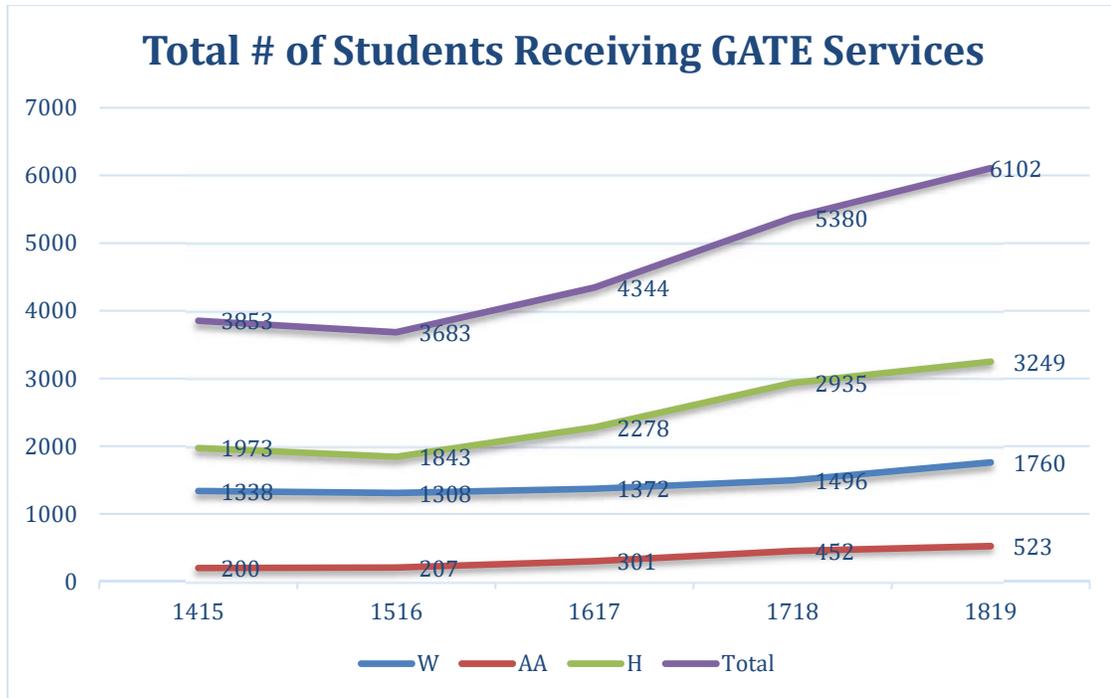
The District also discontinued the use of the CogAT 7-Spanish because it determined this test was not an effective instrument for assessing gifted abilities for Spanish-speaking ELL students. Although these young students could speak Spanish, their abilities to read Spanish were limited, making it more challenging for them to succeed on a test written in Spanish. Thus, the District began testing these students with the CogAT 7 in English and providing an interpreter to read directions to each student, as needed. Utilizing this process has more successfully identified Spanish-speaking students for ALEs.

The District also decided to implement the AZELLA as an additional multiple measure for ELL students. As noted above, the GATE department reviews AZELLA scores from the Language Acquisition Department to identify students who pass the AZELLA within a twelve to eighteen-month period.

B. Participation

The District has implemented several strategies targeted at increasing participation and enrollment in its GATE services. As shown in the graph below, the number of students receiving GATE services increased from 3,853 in SY14-15 to 6,102 in SY18-19, including a 13 percent increase from SY17-18 to SY18-19.

¹⁶ This section addresses the following strategies: Change assessments and qualifying criteria for Spanish-speaking ELL students to enter GATE Dual Language at Hollinger (ALE Plan, p. 25); Conduct a pilot with ELL students including using Hispanic Bilingual Gifted Screening Instrument (ALE Plan, p. 18); and Select and implement the most effective gifted assessment for Spanish-speaking ELL students (ALE Plan, p. 18).



The overall number of students receiving any GATE services has steadily and significantly increased over the last three years, including for African American and Hispanic students.

Students Receiving Any GATE Services

GATE Service	School year	W	AA	H	Total
Self-contained	1617	463	51	535	1,160
Self-contained	1718	483	73	531	1,204
Self-contained	1819	481	86	585	1,268
Pullout	1617	493	86	832	1,559
Pullout	1718	438	81	793	1,463
Pullout	1819	461	70	729	1,409
Resource	1617	330	91	660	1,175
Resource	1718	313	86	625	1,110
Resource	1819	399	118	807	1,443
Cluster	1617	69	20	61	160
Cluster	1718	230	156	780	1,276
Cluster	1819	370	199	906	1,631

Open access	1617	17	53	190	290
Open access	1718	32	56	206	327
Open access	1819	34	40	189	291
Pre-kinder	1617	0	0	0	0
Pre-kinder	1718	0	0	0	0
Pre-kinder	1819	14	9	32	60
ALL	1617	1,372	301	2,278	4,344
ALL	1718	1,496	452	2,935	5,380
ALL	1819	1,760	523	3,249	6,102

The District's creation, expansion, and location of cluster classes has been key to the District's efforts and success to provide GATE services to additional African American and Hispanic students. As shown in the table below, the District expanded the GATE cluster classroom model in SY18-19 to three additional elementary schools (Howell, Sewell, and Steele), bringing the number of schools to fourteen. These additional classrooms significantly increased the number of students receiving full-time gifted instruction from a gifted endorsed teacher or a teacher working to obtain a gifted endorsement. More than 1,950 students received GATE instruction in cluster classrooms, including 1,044 Hispanic and 213 African American students.

Students in GATE Cluster Classrooms SY2018-19¹⁷

School	W	AA	Hisp	Total
Blenman Elementary	37	26	73	150
Cavett Elementary	10	11	70	98
Drachman K-8	24	7	68	103
Dunham Elementary	53	11	39	113
Fruchthendler	170	19	70	283
Grijalva Elementary	9	3	100	120
Howell Elementary	50	36	80	195
Maldonado	10	5	79	109

¹⁷ These numbers differ from the previous table (Students Receiving Any GATE Services) because they include all students in cluster classrooms, including both qualified students and non-qualified students.

Myers-Ganoung	22	19	58	105
Robins K-8	38	8	136	197
Rose K-8	2	0	92	96
Sewell Elementary	38	16	63	131
Steele Elementary	44	10	47	109
Wright Elementary	31	42	69	165
Total	538	213	1,044	1,974

As described in more detail below, the District regularly holds numerous recruitment and outreach activities to increase the number of African American and Hispanic students, including ELL students, who respond and accept placement offers in GATE self-contained and GATE dual language self-contained programs. An examination of the acceptance and placement data over the past five years shows a notable increase in the percentage of qualified students enrolling in self-contained programs.

Roberts-Naylor's self-contained program increased from three students in SY16-17 to 39 in SY17-18 and 57 in SY18-19, and it included an overall increase in African American students from 0 to 15, and an overall increase in Hispanic students from 1 to 27. Wheeler's program grew from 8 students in SY16-17 to 58 in SY17-18 and 86 in SY18-19 and included an overall increase in African American students from 3 to 12, and an overall increase in Hispanic students from 2 to 25.

As detailed in the following table, 48 percent of qualified African American students enrolled in self-contained GATE, up from 36 percent, 29 percent, and 18 percent for the prior three years, respectively.¹⁸ The number of Hispanic students qualifying for GATE services and enrolled in self-contained GATE increased from SY17-18, as did the percentage of qualifying Hispanic students enrolling in self-contained GATE.

¹⁸ Not surprisingly, when more students enroll in self-contained GATE, the percentage of qualified students who accept placement in pullout GATE services decreases.

Self-contained Qualifying Students and Placement Status

GATE Status	White		AA		Hispanic		NA		Asian/ Pacific		Multi- Racial		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Qualified for 1819 SC	263		42		286		7		27		18		643	
enrolled in SC	94	36%	20	48%	104	36%	1	14%	6	22%	5	28%	230	36%
enrolled in PO	86	33%	9	21%	102	36%	5	71%	15	56%	7	39%	224	35%
enrolled in R	9	3%	1	2%	12	4%	0	0%	2	7%	2	11%	26	4%
Total GATE	189	72%	30	71%	218	76%	6	86%	23	85%	14	78%	480	75%
not in GATE	25	10%	5	12%	32	11%	0	0%	1	4%	1	6%	64	10%
not in District	49	19%	7	17%	36	13%	1	14%	4	15%	2	11%	99	15%
Qualified for 1718 SC	241		39		258		9		16		34		597	
enrolled in SC	90	37%	14	36%	79	31%	1	1%	4	25%	12	35%	200	34%
enrolled in PO	88	37%	16	41%	113	44%	6	7%	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	8%	14	88%	29	85%	468	78%
not in GATE	20	8%	1	3%	29	11%	1	1%	0	0%	2	6%	53	9%
not in District	36	15%	8	21%	26	10%	1	1%	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	8%	5	20%	17	41%	217	28%
enrolled in PO	113	37%	18	38%	169	47%	2	5%	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	3%	20	80%	30	73%	596	76%
not in GATE	29	10%	2	4%	44	12%	2	5%	3	12%	5	12%	85	11%
not in District	48	16%	13	27%	34	9%	1	3%	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 District	34	11%	7	18%	50	13%	0	0%	1	4%	6	13%	98	12%
Qualified for 1415 SC	314		51		419		1		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 District	59	19%	13	25%	41	10%	0	0%	5	20%	6	13%	124	4%

As shown in the table above, GATE placement in the District is equitable for those students who qualify for GATE services. For eligible students who choose to participate, African American, Hispanic, and white students choose to participate in GATE at the same or similar rates: In SY18-19, 72 percent of white students, 71 percent of African American students, and 76 percent of Hispanic students who qualified for GATE services chose to participate in those GATE services. Prior years also had similar participation percentages. Moreover, if the students who have moved out of the District are removed from the calculation, approximately 90 percent of African American and Hispanic students who qualified for GATE services participate in them.

Below is a description of several of the strategies the District utilizes to increase enrollment and participation in GATE services.

1. Offering GATE shadow visits¹⁹

The District provides opportunities for 5th graders going into middle school to experience a day at a self-contained program to prepare them for middle school GATE. Additionally, younger students can tour the school with their parents to experience time at a self-contained program. These strategies provide opportunities to increase the number of students participating in self-contained GATE programs in part by allowing students and their parents to experience benefits of the GATE program and receive answers to their questions and concerns regarding GATE participation.

2. Increasing participation in the GATE dual language program²⁰

The District recently transitioned from two smaller GATE dual language programs to one more robust program—the elementary GATE dual language

¹⁹ The strategy addressed in this section is: Shadow visits are held that allow students to experience and enjoy a day at elementary and middle school self-contained GATE programs (ALE Access and Recruitment Plan (ALE Plan), p. 29).

²⁰ The strategy addressed in this section is: 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 (ALE Plan, p. 24).

program at Hollinger K-8 School. For several years, the Pistor Middle School GATE dual language program had been filled largely by Hollinger K-8 students who had completed the K-5 GATE dual language program at Hollinger. In spring 2017, the middle school dual language program at Pistor had a projected enrollment of only six students for SY17-18. GATE program administrators called Hollinger families who had not accepted placement for the Pistor GATE dual language program to determine the reasons they had not accepted. In almost every instance, families responded they wished to stay at Hollinger. Accordingly, the District considered moving the middle school GATE dual language program from Pistor to Hollinger. In addition, the GATE department contacted the six students who accepted placement at Pistor, and five of the six accepted placement at Hollinger. The remaining student accepted placement in the regular GATE program at Pistor.

For this reason, in SY17-18, the District began to transition the middle school GATE dual language program from Pistor to Hollinger. Beginning with the 6th grade in SY17-18 and adding the 7th grade in SY18-19 and 8th grade in SY19-20, Hollinger is now a full K-8 GATE dual language program. Because both the Pistor and Hollinger middle school GATE dual language programs had a district-wide feeder pattern and no boundary requirements, no boundary changes were necessary. The transition has proven successful.

All students who qualify for GATE self-contained services receive an invitation to attend either their feeder GATE self-contained school or the dual language program at their grade level. This practice of inviting all qualified students district-wide ensures access to the GATE dual language program for all self-contained GATE students.

40th-Day Enrollment in GATE Dual Language Programs

School	2014-15	2015-16	2016-17	2017-18	2018-19
Hollinger	68	51	74	83	128
Pistor	91	88	83	47	46

The table above shows the 40th-day enrollment in GATE dual Language for SY14-15 through SY18-19. The number of students enrolled in the District's dual language program continues to grow due to increased marketing and outreach.

3. ELL students in GATE programs²¹

The District is committed to increasing the number of ELL students who receive GATE services. The table below shows the number and percentage of ELL students in pullout, self-contained, and resource GATE over the past five years. Overall ELL enrollment in GATE programs continues to grow in large part because of the resource GATE program.

ELL Participation in GATE Services

Gate Program	Year	White	W %	Af. Am.	AA %	Hisp.	H %	Na-tive Am.	NA %	Asian	A %	Multi - Racial	MR %	Total
PO GATE	14-15	0	0 %	0	0%	29	97 %	0	0%	1	3%	0	0%	30
PO GATE	15-16	0	0 %	1	5%	16	84 %	0	0%	2	11 %	0	0%	19
PO GATE	16-17	1	4 %	1	4%	23	88 %	0	0%	1	4%	0	0%	26
PO GATE	17-18	2	7 %	0	0%	19	66 %	0	0%	8	28 %	0	0%	29
PO GATE	18-19	0	0 %	0	0%	23	85 %	0	0 %	4	15 %	0	0%	27
SC GATE	14-15	0	0 %	0	0%	14	100 %	0	0%	0	0%	0	0%	14
SC GATE	15-16	0	0 %	0	0%	10	100 %	0	0%	0	0%	0	0%	10
SC GATE	16-17	0	0 %	0	0%	9	100 %	0	0%	0	0%	0	0%	9
SC GATE	17-18	1	17 %	0	0%	5	83 %	0	0%	0	0%	0	0%	6
SC GATE	18-19	0	0 %	0	0%	3	100 %	0	0 %	0	0%	0	0%	3
R GATE	14-15	0	0 %	1	13 %	6	75 %	1	13 %	0	0%	0	0%	8
R GATE	15-16	0	0 %	2	13 %	14	88 %	0	0%	0	0%	0	0%	16
R GATE	16-17	1	5 %	1	5%	18	90 %	0	0%	0	0%	0	0%	20
R GATE	17-18	0	0 %	4	19 %	16	76 %	0	0%	1	5%	0	0%	21
R GATE	18-19	0	0 %	14	16 %	28	68 %	0	0 %	5	16 %	0	0%	47

²¹ The strategy addressed in this section is: Increase the number and percentage of ... ELL students[] receiving GATE services (ALE Plan, p. 3).

Additionally, the number of ELL students receiving GATE services has increased dramatically with the addition of open-access and cluster GATE sites. In SY18-19 alone, 51 ELL students participated in open-access GATE and 120 participated in cluster GATE.

The District sends Invitation to Test mailers in Spanish to families of students in kindergarten and 2nd through 6th grades, inviting the students to test for GATE services. The District also includes in the mailer dates of the pre-testing GATE Open House in both English and Spanish so families can better plan to attend. A Spanish-speaking GATE itinerant teacher attends all open houses and community outreach events. The GATE department also displays presentation boards with visual presentations and Spanish content to attract Spanish-speaking families. In addition, the District works with Spanish radio Tejano to run GATE testing announcements the week prior to the testing invitation. Prior to testing, the GATE department contacts by phone all families of K-6 Pre-Emergent/Emergent ELL students to inform them of testing dates and procedures and answer any questions or receive input.

The GATE department also reviews and updates the GATE Testing handbook, which includes procedures for testing ELL students. GATE test administrators receive training prior to testing that includes reviewing both the testing timeline and the ELL testing procedures in the handbook.

Pre-Emergent/Emergent ELL students in kindergarten through 2nd grade take either a CogAT test (for Spanish speakers) or a nonverbal Raven assessment (for non-Spanish speaking ELLs). The GATE department utilizes a nonverbal Raven screener to test all 3rd-6th grade Pre-Emergent/Emergent ELL students with the instruction read by an interpreter in a student's home language, as needed. These measures provide the District additional opportunities to identify ELL students for GATE services.

4. Identifying recruitment strategies for African American and Hispanic students and determining whether these strategies are effective²²

The District identified and implements dozens of recruitment strategies for African American and Hispanic students and, as explained throughout this report,

²² The strategy discussed in this section is discussed in ECF 2123, pp. 64, 84-87.

African American and Hispanic enrollment in GATE has increased significantly over the last five years. As discussed in more detail on pages 12-13 of the ALE Policy Manual, the District has continued the most effective strategies and will continue to identify and implement actions to improve the enrollment of African American and Hispanic students in the District's GATE program.

5. Offering opportunities for peer-to-peer recruitment²³

The District's GATE department hosts parent events, including Family Enrichment Night, parent information sessions, district-wide GATE open houses (one for elementary self-contained sites and one for middle school self-contained sites), and site-based open houses at every GATE self-contained school. These events provide a forum for parents of GATE students to share their experiences with prospective parents and provide more information about the program.

Additional peer-to-peer recruitment occurs as students present their positive experiences at open houses and through videotaped testimonials of student experiences in self-contained GATE that are shared with parents on the District website and at events. This has been an effective strategy to recruit new GATE self-contained families. Additional peer-to-peer recruitment is further detailed in the ALE Policy Manual.

6. Providing parent outreach and education²⁴

The District provides substantial parent outreach and education regarding the benefits of GATE. For example, the GATE department collaborates with schools to hold informational "Cafecitos" (morning meetings) to inform parents regarding the benefits in participating in available ALEs. The GATE department also collaborates with the Family Resource Centers (part of the Family and Community Engagement Department) to present information at their parent meetings; with the Mexican American and African American student services departments to attend parent open houses at designated sites with GATE programs; and with the Communications and Media Relations Department to attend District parent outreach events, resource fairs, and the Impact and School Choice Fair. As shown

²³ This section addresses the following strategy: The District should recruit parents of children participating successfully in particular ALEs to recruit others to participate [ECF 2084, p. 18].

²⁴ This section addresses the following strategy: 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 (ALE Plan, p. 13).

above, GATE participation continues to grow, including for the District's African American and Hispanic students.

7. Designating a contact person for all GATE recruitment information²⁵

The District designates a contact person and phone number in the GATE department for all GATE recruitment information.

8. Improving GATE participation through staff training on the open-access philosophy and identifying and recruiting African American and Hispanic students²⁶

The District developed a comprehensive professional development program, which provides district-wide training on how to identify prospective students for ALEs (including GATE), how to contact parents to encourage ALE participation, and how to encourage African American and Hispanic students to enroll in ALEs. The District also holds professional development meetings, providing information about identifying African American and Hispanic students for ALEs by utilizing test scores and site visits.

Additionally, the ALE Director visits schools on a regular basis, sharing the District's open-access policy with counselors and principals and encouraging them to share this information with AAC teachers, students, and families.

9. Creating and distributing materials to advertise ALEs²⁷

The District consistently creates new materials to distribute to families to encourage them to enroll their eligible students in ALEs, and it works within its own units and with outside organizations to distribute those materials.

For example, the GATE department holds GATE Night events prior to GATE testing 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 sends GATE Night invitations to each student's home address and posts

²⁵ This strategy was discussed in the ALE Plan, p. 18.

²⁶ This section discusses the following strategies: Implement a series of workshops for designated staff on GATE identification, recruitment, placement and retention (ALE Plan, p. 18); Discuss the open access philosophy with current and prospective AAC teachers (ALE Plan, p. 20); and Ensure that all AAC teachers in these courses support this policy and support success for all students (ALE Plan, p. 20).

²⁷ The strategy addressed in this section is: Coordinate with School Community Services, the African American Student Success Department (AASSD), the Mexican American Student Success Department (MASSD), and the Language Acquisition Department (LAD) to distribute newly created materials and to include information about District ALEs in their outreach efforts (ALE Plan, p. 23).

GATE Invitation to Test mailers and invitations at every site and on the Tucson Unified and GATE websites and includes them in the District Team Update. In addition, the District sends GATE Night notice postcards to every school office to distribute to parents, and the sites also hand them out at parent-teacher conferences.

10. Using targeted advertising for the GATE dual language program²⁸

The GATE department increased its advertising of the dual language program by creating individual rack cards and school banners that include information specific to the dual language program. The District distributes them at all outreach events and includes rack cards and GATE Night notices in the GATE placement statements sent to all newly qualified families. GATE representatives also attend community outreach events and a community event specific to the District's dual language program to promote the program. In February 2017, the District chose Hollinger as the site for one of the GATE qualifying makeup testing locations, giving the school an opportunity to display its program and campus. Hollinger also has held multiple GATE open houses to share its program with families. As shown in the table on page 22 the number of students enrolled in the Hollinger dual language program has grown significantly, due in part to increased marketing and outreach.

Because the District was able to partner with Spanish radio Tejano to make public service announcements regarding the dual language program, it did not utilize Pueblo Warrior Radio for the PSA. The District believes Tejano radio has a much broader reach than Pueblo Warrior Radio, affording more opportunities for students and families to learn about the program.

The GATE and Magnet departments met with the Transportation Department to discuss the feasibility of reducing travel time for dual language schools, including the option of implementing express buses. Based on that communication and collaboration, the District implemented express busses to Davis and Roskruge dual language schools. Attendance at the District's dual language schools and programs

²⁸ The strategies addressed in this section are: Increase number of students at the Hollinger K-8 GATE Dual-Language Program by implementing the following: 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 the GATE placement letter to include information about dual-language program options. Other strategies discussed include: Use Pueblo Warrior Radio for a Public Service Announcement regarding dual-language GATE program and Discuss with Transportation the possibility of implementation of an Express bus to decrease student travel time to dual-language schools (ALE Plan, p. 25).

continues to grow. From SY15-16 to SY18-19, overall DL participation has increased from 2,106 to 2,446, African American participation has increased from 57 to 58, and Hispanic participation has increased from 1,786 to 2,079.

C. Completion

The District monitors the progress and success of elementary school GATE students along with all other elementary school students, providing support as needed. The District has implemented multiple strategies to support GATE students in taking advantage of and benefitting from GATE services.

1. Increasing the quality of GATE services²⁹

In SY16-17 GATE teachers began creating lessons based on Arizona Standards for College and Career Readiness kindergarten standards in math to utilize in the kindergarten push-in (whole grade) classes.

Additionally, the District requires teachers assigned to a GATE classroom to either be GATE endorsed or be in the process of obtaining their GATE endorsement. As noted above, the GATE department provides stipends for the purpose of improving recruitment and retention of gifted teachers in Tucson Unified in all GATE programs. Only permanently endorsed gifted teachers are eligible for the full GATE stipend.³⁰

Currently, teachers need to have 90 hours of gifted training for the provisional gifted endorsement and an additional 45 hours of training and two to three years of teaching to receive their permanent endorsement. As a result of these efforts and strategies, the District continues to increase the number of students receiving GATE services and the number of GATE-endorsed teachers providing these services.

²⁹ This section discusses the following strategies: Write gifted curriculum and lessons based on Arizona Standards for College and Career Readiness kindergarten standards (ALE Plan, p. 25); Require that all teachers assigned to a GATE classroom have a gifted endorsement (provisional or permanent) (ALE Plan, p. 25); Provide professional development for GATE itinerant teachers on embedding critical thinking, creative thinking, and problem-solving skills in their curriculum (ALE Plan, p. 25); 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* (ALE Plan, p. 25); Provide support and time for horizontal and vertical articulation among GATE teachers across the District (ALE Plan, p. 26); Update the GATE Teacher Handbook to provide accurate and timely information to GATE teachers (ALE Plan, p. 26); and Collaborate with the Multi-Cultural Department to incorporate culturally sensitive materials and strategies into the GATE itinerant curriculum (ALE Plan, p. 25).

³⁰ As noted above, beginning in SY19-20, provisionally endorsed teachers will receive a smaller stipend.

On a yearly basis, the GATE department provides at least 30 hours of gifted training for teachers in the District, with priority given to teachers currently in a GATE classroom working on obtaining a permanent gifted endorsement. The GATE department continues to provide kindergarten push-in services utilizing these standards in math. Lessons focus on teaching critical thinking, logic, and problem solving through these standards.

The GATE department provides monthly professional development for GATE itinerant teachers on embedding critical thinking, creative thinking, and problem-solving skills in their curriculum. The GATE department also holds weekly professional development for teachers in the GATE itinerant program. These sessions cover topics relevant to gifted education, and many of them focus on professional learning communities (PLCs).

The District also provides professional development on strategies outlined in Infusing the *Teaching of Critical and Creative Thinking into Content Instruction: A Lesson Design*, although that specific book was replaced after SY16-17 with more current resources, including books, articles, and other materials, that provide the same focus. One text used that has similar content is *Rigor and Engagement for Growing Minds* by Bertie Kingore. Tucson Unified monitors and reviews teaching practices for effectiveness and implements modifications as necessary through training and/or coaching.

Further, all GATE teachers participate in the four trainings provided by the Culturally Relevant Pedagogy and Instruction department (CRPI) on culturally responsive teaching practices. The GATE department also provides additional trainings on blending the use of gifted and culturally responsive strategies in the classroom. Additionally, Tucson Unified provides weekly Wednesday staff development, PLC time, and collaborative lesson planning for itinerant teachers focused on horizontal and vertical articulation. Cluster teachers meet and plan together at their individual sites and at District staff development sessions for horizontal and vertical articulation.

Finally, the GATE department reviews and revises the teacher handbook yearly and provides it to teachers at the beginning of school prior to classes starting to provide accurate and timely information.

2. Providing a GATE Core Enrichment class for academic support and enrichment activities at various sites³¹

The District has provided GATE core enrichment classes at multiple sites since SY12-13 and continues to provide this academic support and these enrichment activities for those students currently receiving GATE services at all middle and K-8 sites.

3. Providing tutoring through LAD for Spanish-speaking ELL GATE students; Providing in-class ELD instruction for Spanish-speaking ELL GATE students³²

The District's Language Acquisition Department (LAD) provides K-3 English development tutoring for GATE students, including ELL GATE students, in need of extra support. The District also provides structured English immersion through the four-hour model, individual language learner programs, and an Arizona Department of Education grouping exception for gifted education.

III. Advanced Academic Courses (AACs)

The District has implemented various strategies to improve access, participation, and completion in its AACs, as discussed in more detail throughout this section. Because access to middle school ALEs is assessed on a district-wide basis, the data and strategies related to access to these ALEs are presented on a district-wide basis. Furthermore, because the District has implemented participation and completion strategies applicable to all middle school level ALEs, the strategies for participation and completion are discussed district-wide. The data related to participation and completion, however, is discussed separately by ALE.

The District utilizes various strategies designed to create school-wide cultures of academic excellence. The strategies used at each school depend on various factors. For example, for Catalina High School, the administrative team identified several approaches to help increase enrollment in Advanced Placement (AP) classes. First, Catalina implemented a school-wide Advancement Via Individual Determination (AVID) program, increasing the number of AVID elective sections and embedding AVID strategies at each grade level and in all contact areas. The increased sections and use of AVID strategies will help develop students' skills and prepare more students to take advanced academic courses. AVID is discussed in

³¹ This strategy is discussed in the ALE Plan, p. 29.

³² These strategies are discussed in the ALE Plan, p. 29.

more detail below. Second, Catalina added a seven-period day, which allows teachers to meet in PLCs and allows for the scheduling of more intervention classes.

Another strategy used at Catalina is replacing an elective class with additional intervention classes. This gives students access to an additional support class to help them fill in gaps in their learning and prepare for taking and successfully completing advanced learning classes.

In a different strategy, Catalina embeds a conference period in its school day. Teachers have developed common formative assessments and target conference periods toward students in need of extra help in concept attainment. Teachers develop lists of students to attend the conference period to get specific assistance in a class. This allows the teacher to work with a specific group of students in need. The use of common formative assessments gives teachers information about what students already know and what they need to learn in a given unit of study, allowing them to focus with students on specific objectives.

Catalina also offers extended learning days on Mondays, Tuesdays, and Thursdays from 3:30 to 5:30 pm, focusing on its Culinary Arts program and credit recovery. Additionally, Catalina has increased its offering of AP and dual language classes.

At Tucson High, the administrative team identified three strategies to help increase enrollment in AP classes. First, the team increased family communication and engagement, including helping parents and students make the connection between rigorous coursework and college enrollment. Second, Tucson High incorporated an advisory/intervention period into the bell schedule, allowing AP students more access to their AP teacher during the school day for help with concept attainment and homework. Third, Tucson High added counseling staff to help with AP student recruitment and retention of students by discussing the importance of the classes and providing support.

Santa Rita is the District's anchor program for offering the specialized ALE dual credit/dual enrollment. Dual credit classes provide an excellent alternative to AP classes, giving students the opportunity to earn college credits while still in high school, saving them the tuition they would otherwise have to pay to earn college credits, and giving them a leg up by allowing them to begin their full-time college career with credits that will count toward college graduation. This is a particularly valuable benefit to lower-income students and/or students who otherwise may not be inclined to enroll in and pay for college courses. The credits received through

this program are actual college credits, transferable to several colleges and universities inside and outside Arizona.

The dual credit program at Santa Rita continues to significantly benefit its participants. For example, in SY17-18, the school's 92 graduating seniors earned 572 college credits through their dual credit participation, saving them more than \$340,000 in tuition at the University of Arizona and more than \$46,000 at Pima Community College. In fact, one student graduated from Santa Rita with 35 college credits, and more than 20 students earned 25 college credits each.

Additionally, Santa Rita increased its AP offerings during SY17-18 and SY18-19, and it will continue to strive to provide appropriate AP opportunities. If Santa Rita students prefer to take additional AP courses instead of dual credit courses, they may do so by attending another high school within the District.

Another high school, Cholla, is recognized as part of the worldwide International Baccalaureate (IB) Programme. IB is a continuum of education for students who wish to take rigorous coursework that culminates in the opportunity to receive an IB high school diploma and/or accompanying college credits. Schools must be authorized to teach IB programs, and every authorized school is known as an IB World School. Programs within IB include the Diploma Programme (DP) and the Career-Related Programme.

African American enrollment in IB classes at Cholla increased over the past four years, and the number of students who enrolled as IB Certificate or Diploma candidates at Cholla doubled from 84 students (Class of 2017) to 170 (Class of 2018).

This significant increase can be attributed to the extensive recruitment of incoming 8th and 9th graders to the IB Prep Programme. Cholla offers open-access IB Prep courses in 9th and 10th grades to support the IB Diploma Programme, which is available to students in 11th and 12th grades.

Cholla works directly with the Magnet and ALE departments to attend and host as many recruitment events as possible to attract students to the program. The Cholla IB department also established a working relationship with the School Community Services Department for magnet placement using open enrollment priorities within IB Prep and Diploma programs. Many IB Prep students continue into the IB Diploma Programme. In addition, as an open-access ALE, Cholla conducts school-wide recruitment of all 10th graders for the Diploma program.

Both Rincon and Pueblo high schools have implemented the AVID elective model for improving atmospheres of academic excellence. AVID is an internationally recognized college and career readiness system designed to increase the number of students who enroll and succeed in higher education and in their lives beyond high school. It focuses on average students who are low-income, are underrepresented, and/or would be the first generation in their families to attend college. AVID-trained educators teach students academic and social skills to help them develop the habits and behaviors needed to succeed amid a rigorous curriculum. The AVID College Readiness System also is a catalyst for developing a school culture that closes the achievement, expectation, and opportunity gaps many students face. AVID includes support for students both through an elective class and through assisting sites to create a school-wide AVID implementation plan to improve the academic culture and practices across the school site. The program directly supports student success in rigorous advanced courses, including honors, AP, IB, and dual credit classes.

The ALE Director follows enrollment and test score data at all comprehensive high schools and works with administrative teams to increase these outcomes.

A. Access to Middle School Level ALEs

As shown in the following tables, the District's expanded offerings of middle school level ALEs provide equitable access to middle school ALEs without regard for race or ethnicity. The District's K-8 schools provide access to multiple ALEs, including GATE services and middle school courses that count for high school credit. For ease of reference, the following section addresses access to middle school ALEs through tables and strategies that apply to all schools and ALEs.

2018-19 K-8 School ALE Offerings

School	PO GATE	SC GATE	Cluster GATE	GATE Resource	Dual Lang.	Pre- AP Adv.	Pre-AP Honors	MS for HS
Booth-Fickett	✓			✓		✓	✓	✓
Borman	✓			✓				✓
Dietz	✓			✓			✓	✓
Drachman	✓		✓	✓			✓	✓
Hollinger (RC)	✓	✓		✓	✓			✓
Lawrence 3-8	✓					✓	✓	✓
McCorkle (RC)	✓				✓		✓	✓
Miles	✓			✓			✓	✓

School	PO GATE	SC GATE	Cluster GATE	GATE Resource	Dual Lang.	Pre-AP Adv.	Pre-AP Honors	MS for HS
Morgan Maxwell (RC)	✓					✓	✓	✓
Pueblo Gardens (RC)	✓				✓	✓		✓
Roberts-Naylor	✓	✓		✓			✓	✓
Robins (RC)	✓		✓	✓		✓		✓
Rose (RC) ³³	✓		✓			✓		✓
Roskruge (RC)	✓			✓	✓	✓	✓	✓
Safford (RC)	✓			✓		✓	✓	✓

All middle schools offer GATE services, pre-AP advanced classes, and classes providing high school credits for middle school courses. All middle schools offer at least three types of ALEs, and all three racially concentrated middle schools offer at least four types of ALEs.

2018-19 Middle School ALE Offerings

School	SC Gate	GATE Resource	Dual Language	Pre-AP Advanced	Pre-AP Honors	MS for HS
Dodge ³⁴		✓		✓		✓
Doolen	✓	✓		✓	✓	✓
Gridley		✓		✓	✓	✓
Magee		✓		✓	✓	✓
Mansfeld		✓		✓	✓	✓
Pistor (RC)	✓	✓	✓	✓	✓	✓
Secrist		✓		✓	✓	✓
Utterback (RC)		✓		✓	✓	✓
Vail	✓	✓		✓	✓	✓
Valencia (RC)		✓		✓	✓	✓

Because several of the strategies the District implemented to improve access to ALEs apply equally to all middle school ALE offerings, the District provides here an analysis of each of these strategies.

³³ Rose offers a pre-AP honors course in SY19-20.

³⁴ Dodge offers a Pre-AP Honors course in SY19-20.

1. Providing teacher incentives for earning highly qualified math endorsement³⁵

The District provides teachers who earn their highly qualified math endorsement a one-time \$2,500 stipend when they are hired (as a highly qualified math teacher). The District has increased the number of teachers with the highly qualified math endorsement, providing an increase in the quality and quantity of math instruction at the middle school level, which allows for increased access to pre-AP advanced courses.

2. Increasing GATE funding for K-8 schools³⁶

The District has increased GATE funding significantly during the life of the ALE Action Plan, resulting in substantial increases in GATE services, as detailed above.

3. Providing itinerant GATE services for 6th-8th grade students in K-8 schools³⁷

All but six K-8 and middle schools offered a daily GATE resource class in SY18-19. The other six schools offered a weekly one-hour pullout class instead. The District determined that the resource GATE model was more effective than the pullout model, and those six schools now offer a daily GATE resource class for SY19-20. Thus, currently all middle and K-8 schools offer a daily GATE resource class taught by a gifted endorsed teacher.³⁸

4. Working with the University of Arizona to recruit and retain math teachers through the university's SAINT (Southern Arizona Inducting New Teachers) program³⁹

Although the District did not work through the University of Arizona's SAINT program, it partners with the university's Center for Recruitment and Retention of Math Teachers to improve its recruitment and retention efforts. As a part of that program, the university offers an induction program, and the District pays for its first- or second-year math teachers to participate and utilize a highly qualified math mentor.

³⁵ This strategy was discussed in the ALE Plan, p. 13.

³⁶ This strategy was discussed in the ALE Plan, p. 12.

³⁷ This strategy was discussed in the ALE Plan, p. 24.

³⁸ Again, "gifted endorsed" encompasses permanent endorsement, provisional endorsement, or those actively pursuing endorsement.

³⁹ This strategy was discussed in the ALE Plan, p. 27.

Additionally, as a part of its commitment to find local talent through in-person teacher recruiting, the District hosts four information sessions and hiring events for student teachers from various colleges in Arizona, including the University of Arizona, University of Arizona South, Pima Community College, University of Phoenix, Northern Arizona University, and Grand Canyon University. At these events, District staff provide information to potential recruits about Tucson Unified, including detailed instructions on the application process for open positions. Guest speakers involved in the District's recruitment efforts participate in the sessions, along with District leadership personnel. Human Resources recruitment associates explain how to apply for District employment through AppliTrack.

The District has placed numerous student teachers from various colleges and universities at multiple schools, including student teachers from Grand Canyon University, Northern Arizona University, Pima Community College, Prescott College, St. Olaf College, Teach-NOW, the University of Arizona, and University of Phoenix. Student teachers complete a Practicum/Student Teaching Clearance Form to request a placement with the District. Human Resources staff matches student teachers with cooperating teachers in the District based on information in the form.

5. Making Algebra 1 available for all 8th graders⁴⁰

Middle school courses for high school credit are available to students at all K-8 and middle schools. Each school offers Algebra 1 for students in grade 8, and most schools offer multiple high school course offerings. Most District schools offer Algebra 1 courses for high school credit on their own campus. Some schools, due to various factors, use transportation to send students to a neighboring middle or high school that offers the course, while others have established online options for students to access it. The ALE Director annually reviews each school's plan for Algebra 1 and other middle school courses for high school credit and works with the appropriate departments to provide support for these courses.

⁴⁰ This section addresses the following strategies: Court instructions and questions: Determine whether transporting 8th graders to other schools for Algebra 1 classes is a practicable strategy for providing MS courses for HS credit to African American and Latino students [ECF 2123, p. 66]; With robust marketing, will budget constraints affect strategy of transporting 8th graders for Algebra 1? [ECF 2123, p. 66]; The [middle school courses for high school credit] program should be universally available in all middle schools, [ECF 2084, p. 18]; Increase AACs offered in middle schools and K-8 schools; Implement Algebra 1 for high school credit at all District middle and K-8 schools (ALE Plan, p. 12); What is the annual cost for transporting 8th graders to take Algebra 1 at other schools? [ECF 2123, p. 66].

This serves as an effective and practicable strategy for offering Algebra 1 to interested 8th grade students at every K-8 and middle school in the District. The annual cost for transporting 8th graders to take Algebra 1 at other schools is approximately \$30,000, which has not been a financial constraint on offering this course in this manner.

Further, robust marketing will not create budgetary issues that would affect transporting 8th graders for Algebra 1, in large part because if marketing increased student interest in a manner that would substantially affect the program's budget, the District could offer Algebra 1 courses at the schools with increased student interest, reducing or eliminating the need for transportation.

6. Opening all AAC classes to any interested student at both the middle and high school levels⁴¹

All ALEs at the middle school and high school levels are open enrollment except for UHS. This includes resource GATE, pre-AP advanced, pre-AP honors, middle school courses for high school credit, AP, dual credit, and IB courses.

7. Providing an enrichment GATE class at every middle and K-8 school, with a gifted endorsed teacher, and placing students based on multiple measures⁴²

Every middle school and K-8 school provides a GATE resource enrichment class, allowing GATE access at all schools, regardless of their racial and ethnic makeup. Because these classes are open enrollment, there is no need to utilize multiple measures to place students. However, as discussed below, the District at times utilizes the results of multiple measures to recruit African American and Hispanic students to participate in these courses.

B. Participation in Middle School AACs

The District has implemented many strategies targeting improved participation in middle school ALEs. Below, the District provides updated data broken down by ALE and discusses district-wide strategies.

⁴¹ This strategy is discussed in the ALE Plan, p. 27.

⁴² This section addresses the following strategies, each of which are discussed in the ALE Plan at page 24: Provide an enrichment GATE class at every middle and K-8 school; and Utilize placement criteria based on grades, AIMS, benchmark testing, teacher recommendation, and/or GATE testing scores.

1. Pre-AP Honors

Participation in pre-AP honors classes is equitable across the District's middle school grades and does not correlate with schools' ethnic compositions.

2018-19 6th-8th Grade Pre-AP Honors Participation 40th Day⁴³

School	AA	H	W	Total
Booth-Fickett	9%	13%	14%	12%
Dietz	8%	13%	10%	12%
Doolen	14%	20%	24%	19%
Drachman	17%	22%	7%	19%
Gridley	19%	24%	31%	27%
Lawrence	0%	21%	13%	17%
Magee	15%	23%	37%	27%
Mansfeld	19%	25%	42%	27%
McCorkle	14%	6%	5%	6%
Maxwell	7%	7%	0%	6%
Pistor	5%	9%	7%	9%
Roskruge	11%	16%	20%	15%
Safford	7%	9%	16%	9%
Secrist	27%	35%	32%	33%
Utterback	30%	25%	35%	26%
Vail	21%	20%	23%	22%
Valencia	4%	3%	9%	4%
Total	16%	16%	25%	18%

More than 5,400 students enrolled in a pre-AP honors course in SY18-19. As shown in the table below, African American and Hispanic participation in pre-AP honors classes has increased over the life of the USP.

Pre-AP Honors Enrollment by Year and Ethnicity

Type of AAC	Class Year	AA Enrollment %	Hispanic Enrollment %	AAC Total
Pre-AP Honors	2012-13	5.9%	48.7%	4,783
Pre-AP Honors	2013-14	6.5%	51.9%	4,817

⁴³ This table shows the percentage of students of each race who enrolled in a pre-AP honors class as a percentage of that race/ethnicity at each school. For example, 9 percent of African American students at Booth-Fickett enrolled in a pre-AP honors class.

Pre-AP Honors	2014-15	6.9%	53.2%	4,950
Pre-AP Honors	2015-16	6.5%	55.6%	5,473
Pre-AP Honors	2016-17	6.4%	57.4%	5,465
Pre-AP Honors	2017--18	6.3%	56.7%	5275
Pre-AP Honors	2018-19	6.4%	57.0%	5,435

2. Pre-AP Advanced

The tables below show equitable participation in pre-AP advanced courses among the District's middle schools' grades. There is no correlation between race or ethnicity on a school level and in participation in pre-AP advanced courses. As indicated above, these courses are open-access and have no barriers to enrollment and participation.

2018-19 Pre-AP Advanced Participation 6th-8th Grade – 40th Day

School	AA	H	W	Total
Booth-Fickett	3%	7%	8%	7%
Dodge Traditional	15%	19%	28%	21%
Doolen	7%	15%	10%	12%
Gridley	14%	13%	18%	16%
Lawrence	%	14%	17%	15%
Magee	4%	15%	18%	15%
Mansfeld	13%	19%	48%	22%
Maxwell	33%	18%	15%	30%
Pistor	0%	6%	4%	6%
Pueblo Gardens	40%	29%	50%	31%
Robins	25%	32%	21%	28%
Rose	100%	69%	67%	69%
Roskruge	8%	17%	14%	16%
Safford	9%	7%	11%	7%
Secrist	17%	19%	27%	23%
Utterback	8%	12%	10%	11%
Vail	12%	12%	9%	12%
Valencia	0%	9%	11%	9%
Total	9%	14%	17%	14%

In SY18-19, more than 1,350 6th-8th grade students enrolled in these courses – a 23 percent increase from SY17-18. The increase in participation includes a large

increase in Hispanic students taking these courses. The District will continue its efforts of targeted outreach and encouragement to African American and Hispanic students to enroll in these courses.

Pre-AP Advanced Enrollment by Year and Ethnicity

Type of AAC	Class	African American Enrollment %	Hispanic Enrollment %	AAC Total
Pre-AP Advanced	2012-13	5.8%	56.8%	912
Pre-AP Advanced	2013-14	5.7%	55.8%	933
Pre-AP Advanced	2014-15	8.1%	57.5%	1,309
Pre-AP Advanced	2015-16	5.9%	55.5%	1,207
Pre-AP Advanced	2016-17	7.5%	58.6%	1160
Pre-AP Advanced	2017-18	7.8%	57.7%	1096
Pre-AP Advanced	2018-19	5.6	62.6	1381

3. Middle School Courses for High School Credit

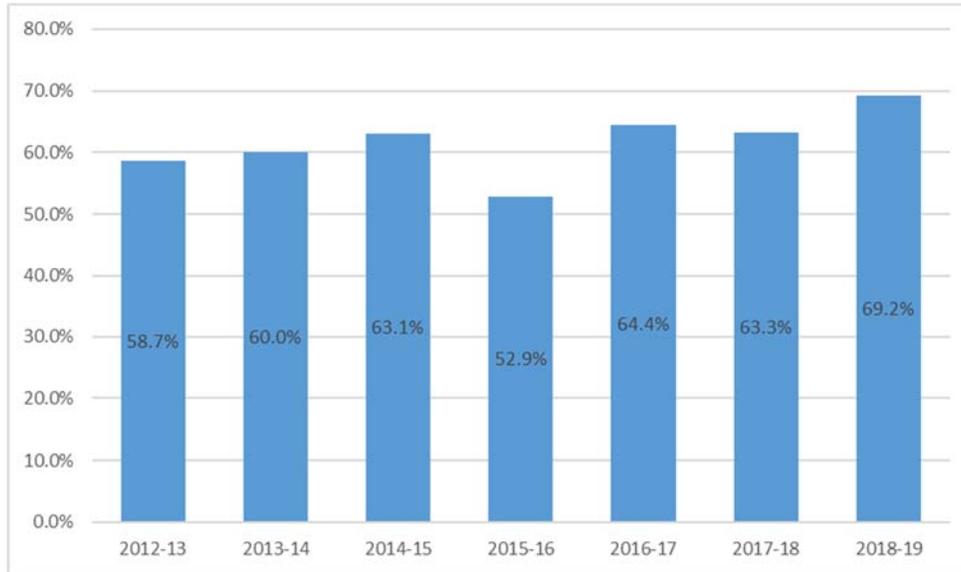
In SY18-19, high school credit course enrollment for students in grades 6-8 increased to more than 1,500 students. The tables below show equitable participation in and completion of middle school courses for high school credit among the District's schools. There is no negative correlation between race or ethnicity at the middle school level for participation in middle school courses for high school credit.

2018-19 6th-8th Grade Participation in at Least One HS Course – 40th Day⁴⁴

School	African American	Hispanic Latino	White Anglo	Total
Booth-Fickett Math/Science K-8 Magnet	11%	9%	4%	8%
Drachman K-8 Montessori Magnet	20%	27%	40%	26%
Hollinger K-8	0%	11%	17%	11%
Lawrence 3-8	0%	17%	17%	15%
Mary Belle McCorkle Academy of Excellence K-8	0%	32%	17%	30%
Miles Exploratory Learning Center K-8	17%	12%	20%	15%
Morgan Maxwell K-8	11%	15%	0%	13%
Pueblo Gardens K-8	0%	7%	0%	6%
Robins K-8	50%	27%	42%	30%
Rose K-8	0%	25%	0%	24%
Roskrige Bilingual K-8 Magnet	100%	100%	100%	99%
Safford K-8	19%	15%	15%	15%
Dodge Traditional Magnet Middle	18%	18%	18%	17%
Doolen Middle School	8%	13%	19%	13%
Gridley Middle School	5%	9%	13%	10%
Magee Middle School	3%	10%	17%	11%
Mansfeld Magnet Middle School	6%	13%	13%	12%
Pistor Middle School	0%	23%	9%	20%
Secrist Middle School	3%	2%	2%	2%
Utterback Middle School	5%	5%	5%	5%
Vail Middle School	10%	7%	19%	12%
Valencia Middle School	0%	6%	9%	6%

⁴⁴ This table shows the percentage of each race/ethnicity that participate at each level. For example, 6 percent of African American 6th-8th grade students at Booth-Fickett take at least one high school course.

Middle School Classes for High School Credit Enrollment of Hispanic Students in Grades 6-8 by Year⁴⁵



a. Improving AAC marketing with a focus on African American and Hispanic students⁴⁶

The District focuses intently on AAC recruitment. The ALE Director visits schools on a regular basis, sharing the District's open-access policy with counselors and principals and encouraging them to share this information with AAC teachers, students, and families. The District began this process in SY13-14 and continues it through today. The District also revised its course catalog to eliminate all prerequisites to AAC offerings, including honors and AP courses, unless it was a math or science content requirement.

The District also distributes student-friendly flyers and other advertisements to middle and high school students to encourage them to consider registering for AACs, including flyers designed and created to attract African American and Hispanic students.

⁴⁵ This graph shows the percentage of Hispanic students participating in middle school courses for high school credit as a percentage of total students of all ethnicities participating in middle school courses for high school credit.

⁴⁶ This section addresses the following strategies: Distribute new AAC recruitment flyers specifically targeting African American and Latino students and parents (ALE Plan, p. 20); and Require middle and high schools to promote Tucson Unified's commitment to open access for advanced and honors courses through school assemblies, registration fairs, and/or classroom visits (ALE Plan, p. 20).

C. Completion of Middle School ALEs

The District has implemented many strategies targeting improved completion of middle school ALEs. Below, the District provides updated data broken down by ALE and discusses district-wide strategies.

1. Pre-AP Honors

The great majority of middle school level students enrolling in pre-AP honors courses complete those courses and receive the associated credits.

2018-19 Pre-AP Honors Students Receiving Credit

School	AA	H	W	Total
Booth-Fickett	90%	82%	82%	82%
Dietz	88%	64%	64%	69%
Doolen	100%	84%	83%	86%
Drachman	100%	96%	100%	96%
Gridley	83%	84%	95%	90%
Lawrence	0%	89%	100%	92%
Magee	82%	79%	83%	82%
Mansfeld	89%	92%	86%	90%
McCorkle	100%	96%	100%	97%
Pistor	100%	97%	100%	97%
Roskruge	100%	93%	90%	94%
Safford	67%	80%	100%	80%
Secrist	81%	83%	81%	81%
Utterback	83%	87%	86%	85%
Vail	69%	93%	90%	89%
Valencia	100%	90%	100%	94%
Total	85%	88%	79%	86%

2. Pre-AP Advanced

Similarly, most students who enroll in pre-AP advanced courses complete and receive credit for those courses.

2018-19 Pre-AP Advanced Students Receiving Credit

School	AA	H	W	Total
Booth-Fickett	100%	87%	75%	82%
Dodge	100%	94%	91%	93%
Doolen	88%	75%	60%	72%
Gridley	100%	82%	90%	90%
Lawrence	0%	73%	100%	80%
Magee	67%	77%	98%	81%
Mansfeld	58%	69%	52%	62%
Maxwell	67%	96%	50%	92%

Pistor	0%	82%	100%	86%
Pueblo Gardens	100%	85%	67%	85%
Robins	100%	96%	100%	94%
Rose	100%	99%	50%	97%
Roskruge	100%	96%	100%	96%
Safford	100%	79%	100%	78%
Secrist	80%	81%	77%	80%
Utterback	100%	65%	100%	70%
Vail	78%	87%	90%	87%
Valencia	0%	82%	57%	80%
Total	85%	84%	77%	83%

3. Middle School Courses for High School Credit

2018-19 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	100%	100%	50%	94%
Dodge Traditional Magnet Middle	100%	96%	100%	97%
Doolen Middle School	70%	76%	89%	78%
Drachman K-8 Montessori Magnet	100%	100%	100%	100%
Gridley Middle School	60%	81%	91%	85%
Hollinger K-8	0%	95%	100%	96%
Lawrence 3-8	0%	100%	100%	96%
Magee Middle School	100%	88%	88%	89%
Mansfeld Magnet Middle School	83%	91%	85%	90%
Mary Belle McCorkle Academy of Excellence K-8	0%	32%	0%	32%
Miles Exploratory Learning Center K-8	100%	100%	100%	100%
Morgan Maxwell K-8	100%	81%	%	83%
Pistor Middle School	0%	78%	80%	79%
Robins K-8	100%	67%	88%	76%
Rose K-8	0%	24%	0%	23%
Roskruge Bilingual K-8 Magnet	75%	84%	83%	84%
Safford K-8	100%	77%	100%	82%
Secrist Middle School	100%	67%	67%	78%
Utterback Middle School	0%	87%	100%	89%
Vail Middle School	63%	65%	90%	78%
Valencia Middle School	0%	84%	100%	85%

As noted above, because the District implemented strategies designed to support completion of middle school level ALEs district-wide and without regard to specific ALEs, the District discusses these support and completion strategies collectively.

a. Working with the Transportation Department to provide transportation to support AAC participation⁴⁷

The ALE department works directly with the Transportation department and other departments to provide transportation to schools with AAC options:

- Express buses to schools with multiple AAC options (Sabino, Magee);
- Magnet and GATE buses at secondary schools with AAC options (Dodge, Booth-Fickett, Roberts-Naylor K-8, Palo Verde HS, Tucson High, Santa Rita HS, Doolen MS, Vail MS); and
- Specialized transportation for 8th grade students to take Algebra 1: Pueblo Gardens to Utterback; Dietz and Roberts-Naylor students to Palo Verde; McCorkle, Rose, and Hollinger to Pueblo.

The District also provides enrichment and support for students in AACs using approaches other than after-school classes, thereby alleviating the need for after-school AAC activity buses.

Additionally, District staff from multiple departments work collaboratively to ensure that prospective and enrolled families receive information regarding the availability of free transportation through multiple outlets, locations, and the internet. The District facilitates this and other transportation-related collaboration, primarily through the Coordinated Student Assignment Committee. The District's Transportation Director and staff are core members of the committee, which also includes ALE representatives, among others.

⁴⁷ The following strategy is addressed in this section: Work with Transportation to provide transportation to schools with AAC options that students request and after-school activity busses for schools that provide enrichment and/or support classes for students who enroll in AACs (ALE Plan, p.13).

b. Providing summer enrichment programs for students new to middle school GATE⁴⁸

The District offers a summer enrichment program for students new to middle school self-contained GATE at Doolen. The two-week immersion program allows these students to receive GATE instruction from a GATE teacher and to become familiar with the GATE program. Due to the success of this program, the GATE department will work to expand this opportunity to incoming self-contained GATE students at Pistor and Vail middle schools.

c. Working to equalize access to technology at District middle and high schools⁴⁹

The District utilizes a Technology Conditions Index to assess the allocation of hardware devices and teacher technological proficiency at each school every year. This index and the related yearly summaries reflect the District's work to equalize technology at middle and high schools.

d. Providing tutoring before and after school by teachers at various sites⁵⁰

The District's Interscholastics Tutoring Program allows students of all academic levels, including those in ALEs, to receive tutoring under the guidance of certified teachers before, during, and after school at several sites. The purpose of the program is to actively engage students in a meaningful tutorial learning experience with the guidance of a certified tutor who will help students achieve their academic goals. Ongoing support includes setting goals, learning different strategies, and self-reflection on academic progress.

As part of the program, the District creates opportunities for students to receive tutoring before and after school, helping students in a variety of subject areas, with a focus on math, science, and writing. Students are encouraged to agree to attend tutoring for four hours per week and are expected to balance extracurricular activities and show improvement in their grades. Each school provides a quiet workplace, and students receive both individual and group attention, as needed. In addition, the African American and Mexican American student services departments (AASSD and MASSD, respectively) provide tutors for

⁴⁸ This strategy was discussed in the ALE Plan, p. 29.

⁴⁹ This strategy was discussed in the ALE Plan, p. 27.

⁵⁰ This strategy was discussed in the ALE Plan, p. 29.

AP students before and after school to assist with homework and difficult course concepts.

e. Providing free professional development for AAC teachers to provide strategies for teaching culturally relevant curriculum⁵¹

The District pays for its teachers to attend the Advanced Placement Desert Summer Institute, which offers courses that include strategies related to culturally relevant and/or multicultural curriculum.

D. High School AAC Access Table

2018-19 High School AAC Offerings

School	Resource GATE	Dual Credit	IB	AP	Pre-AP Honors	Dual Lang
Catalina	✓	✓		✓	✓	
Cholla (RC)	✓	✓	✓		✓	
Palo Verde	✓	✓		✓	✓	
Pueblo (RC)	✓	✓		✓	✓	✓
Rincon	✓	✓		✓	✓	
Sabino	✓	✓		✓	✓	
Sahuaro	✓	✓		✓	✓	
Santa Rita	✓	✓			✓	
Tucson High	✓	✓		✓	✓	
University		✓		✓	✓	

All high schools offer three or more ALEs, and both racially concentrated high schools offer four or more ALEs. Each high school offers pre-AP honors classes and classes that provide college credit for high school courses. As shown by the table above, access to ALE services is equitable on a school-by-school basis at the high school level.

E. High School Pre-AP Honors

1. Access

As shown above, all high schools in the District offer pre-AP honors courses. These courses are open access, allowing all who desire to participate. Access is

⁵¹ This section addresses the following strategy: 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 (ALE Plan, p. 28).

provided on an equitable basis without correlation to race or ethnicity. Additionally, as detailed below, the District continues to grow its ALE offerings.

2. Participation

A school-by- school comparison of students participating in and receiving credit for pre-AP honors classes shows no direct correlation between a school's racial composition and those who enroll in and complete those classes.

2018-19 Students Enrolled in Pre-AP Honors Classes 9th-12th Grade

School	AA	Hisp	White	Total
Catalina	5%	10%	10%	9%
Cholla	12%	10%	8%	10%
Palo Verde	7%	13%	18%	13%
Pueblo	34%	40%	36%	39%
Rincon	10%	25%	26%	23%
Sabino	17%	28%	24%	25%
Sahuaro	14%	15%	16%	16%
Santa Rita	8%	10%	12%	12%
Tucson	26%	28%	46%	30%
University	82%	84%	82%	82%
Total	16%	26%	33%	27%

3. Completion

2018-19 Students Receiving Credit for Pre-AP Honors Classes

School	African American	Hispanic Latino	White Anglo	Total
Catalina High School	83%	81%	75%	80%
Cholla High School	70%	86%	63%	83%
Palo Verde High Magnet School	85%	93%	77%	94%
Pueblo High School	46%	70%	67%	68%
Rincon High School	50%	86%	77%	82%
Sabino High School	92%	86%	95%	91%
Sahuaro High School	79%	87%	93%	89%
Santa Rita High School	80%	84%	86%	80%
University High School	89%	97%	95%	96%

F. Advanced Placement (AP)

As detailed in the ALE Policy Manual, AP classes provide students with a rigorous high school experience and the potential for college credit.

1. Access

As shown above, all District high schools except for Cholla (IB focus) and Santa Rita (dual credit focus) have AP courses and have increased the number of AP courses offered from SY16-17 to SY18-19. These classes are open access to all who wish to enroll. Access to AP courses is not correlated to race or ethnicity in any way. As discussed below, the District has implemented many strategies targeted to improving access to AP courses.

a. Expanding the availability of AP classes, including those of high interest to African American and Hispanic students⁵²

Over the past five years, the District successfully expanded the availability of and participation in its AP programs. During SY18-19, District students took more than 4,000 AP exams. The District paid for 1,520 exams using waivers, including 80 percent of all tests taken by African American students and 59 percent taken by Hispanic students.

The Court's order of September 6, 2018 [ECF 2123], acknowledged that the District had increased AP programs and that it received national recognition for AP success, particularly regarding minority students. However, the Court's order cited the Special Master's ALE Report and Recommendation [ECF 2041] for the inaccurate statement that all the increases in the number of classes offered from SY15-16 to SY16-17 were accounted for by increases in two high schools: UHS and Sahuaro. This statement paints an inaccurate and inadequate picture of the District's success in increasing access to AP courses across most of its schools, rather than in just two out of ten schools.

For the time period to which the Special Master and the Court referred, SY15-16 to SY16-17, six of the District's ten high schools increased the number of available AP sections, two decreased the number of sections available, and two

⁵² This section addresses the following strategies: 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 (ALE Plan, p. 27); Reduce the disparity in number of AP courses offered at the high school level (ALE Access Plan, p. 12); and Address the access problems at Catalina, Santa Rita, and Cholla high schools [ECF 2084, p. 18].

maintained the number of sections available. Even if the District's superbly successful UHS were taken out of the equation, the District still grew the number of AP sections offered. Additionally, six of the District's ten high schools increased combined actual AP enrollment by African American and Hispanic students.

The District's efforts and the corresponding success continue to grow. Since SY16-17, all District high schools except for UHS (AP focus), Cholla (IB focus), and Santa Rita (dual credit focus) have increased the number of AP courses offered, as shown below.

AP Courses Offered at Each School 2016-17 and 2019-20

2016-17	# of Courses		2018-19	# of Courses
Catalina	6	3+	Catalina	9
Palo Verde	9	8+	Palo Verde	17
Pueblo	14	2+	Pueblo	16
Rincon	12	2+	Rincon	14
Sabino	13	3+	Sabino	16
Sahuaro	12	1+	Sahuaro	13
Tucson	18	2+	Tucson	20
			Santa Rita	1
University	23	1+	University	24

The District also focuses on reviewing, analyzing, and expanding the AP courses that are of most interest to African American and Hispanic students. Because there is no consistent interest in any one or even a few specific AP courses, the District focuses on increasing AP offerings across the board where possible, expanding opportunities for students to take additional AP courses. Additionally, as detailed below, the District worked with the College Board to create a first-of-its-kind AP course anticipated to be of high interest and benefit to African American and Hispanic students.

b. Creating school-wide cultures of academic excellence⁵³

See discussion under Heading III, Advanced Academic Courses, which begins on page 29.

2. Participation

To help students, especially African American and Hispanic students, take advantage of AP courses, the District made increasing AP enrollment a priority. Efforts overall have been successful: AP enrollment grew from 2,521 students in SY12-13 to more than 3,200 students in SY18-19.

Below is a table showing the SY18-19 percentages of all 10th to 12th grade students of each ethnicity in each school that are enrolled in one or more AP classes. Although there is room for improvement in AP participation among African American and Hispanic students, this issue is not limited to the District, but is a national issue affecting districts and schools all over the country. Indeed, the District has received awards for its AP participation and success with minority students. The District is the only Arizona district that made the College Board's Annual AP District Honor Roll two years in a row. An important part of this award was increased access to AP courses and increased levels of participation among African American and Hispanic students. This table shows that the District's high schools follow the national pattern of AP enrollment, without correlation between the race and ethnicity of particular schools and enrollment or participation in AP classes.

2018-19 Percentage of All Students Enrolled in AP Classes⁵⁴

School	AA	Hisp	White	Total
Catalina	7%	15%	15%	14%
Palo Verde High Magnet School	12%	25%	32%	23%
Pueblo	13%	20%	24%	19%
Rincon	8%	16%	20%	16%
Sabino	29%	32%	44%	39%
Sahuaro	15%	21%	25%	22%

⁵³ This section addresses the following strategies: Focus on developing school-wide cultures where academic excellence is valued and celebrated [ECF 2084, p. 18]; and Develop strategies, including but not limited to adding AP programs to create school-wide ethos of academic excellence, and implement these strategies at Catalina, Santa Rita, Tucson High, Rincon, and Pueblo high schools [ECF 2123, p. 80].

⁵⁴ The percentages from this table are of each race/ethnicity enrolled in the school. For example, 15 percent of Catalina's Hispanic students are enrolled in AP classes.

Tucson High Magnet School	17%	14%	32%	17%
University	100%	100%	100%	100%

The percentage of Hispanic students enrolled in Advanced Placement classes as compared with the total percentage of students of all ethnicities increased from 42 percent in SY12-13 to 46 percent in SY18-19.

Enrollment percentages of African American students in AP classes as compared to the enrollment percentages of all ethnicities also increased since the inception of the USP, growing from 5 percent in SY12-13 to 6 percent in SY18-19.

As shown below, the number of African American students who took AP exams is up since 2015, though the number of those passing AP exams has dropped. Both the number and the percentage of Hispanic students who took and passed AP exams increased since 2015 and continue to grow year over year.

The District has implemented many strategies targeted to improving participation in AP courses, as noted below.

a. Distributing new AP recruitment flyers created for interested students and parents⁵⁵

The District distributes the AP recruitment flyers, Student Guidelines for Advanced Placement Courses, to parents and students. These flyers are distributed throughout the school year at events that include Tucson Festival of Books, Parent University, Impact Tucson, and High School Expo.

b. Providing professional development to designated staff to consistently and more effectively use the AP Potential Report for student recruitment⁵⁶

Along with some of the trainings mentioned previously, the District provides various opportunities for ALE-specific professional development. These trainings include information on both instructional strategies and tools for recruitment into ALE programs.

The District collaborates with the College Board to provide each school with the PSAT/AP Potential Report. The ALE Director meets with each high school

⁵⁵ This strategy was discussed in the ALE Plan, p. 20.

⁵⁶ This strategy was discussed in the ALE Plan, p. 27.

principal to review the site-specific PSAT test results and the implications for instruction. This includes an analysis of “AP Potential,” which is a College Board report that uses PSAT results to target students for recruitment into AP classes. In addition to the training, each site is given copy of their AP Potential Report with guidance on how to use it to recruit students for enrollment into AP classes.

c. Increasing family communication and engagement at Tucson High School to increase AP participation and add counselors to help with recruitment and retention of students in AP classes⁵⁷

Tucson High’s administrative team identified and implements three strategies to help increase enrollment in AP classes. First, the school increased family communication and engagement, including helping parents and students make the connection between rigorous coursework and college enrollment. Second, Tucson High incorporated an advisory/intervention period into its bell schedule, allowing AP students more access to their AP teacher during the school day for help with concept attainment and homework. Third, Tucson High added additional counselors to help recruit and retain AP students by discussing the importance of the classes and providing support. Tucson High has already seen results, including an increased number of AP classes taken by African American and Hispanic students, from 30 and 254 in SY17-18, to 47 and 289 in SY18-19, respectively.

d. Creating and implementing an AP support program for AP recruitment and support for African American and Hispanic students⁵⁸

The District created and implements multiple AP support programs for AP recruitment and support for African American and Hispanic students. As discussed and shown above, these efforts have contributed to increases in participation and completion of AP courses. These programs include administering the PSAT from the College Board and utilizing the results and the PSAT AP Potential Report to contact families for every student who shows potential to do well in AP courses. The District’s ALE Director also works with each school on specific strategies to recruit African American and Hispanic students.

⁵⁷ These strategies were discussed in Tucson Unified’s Notice of Compliance with USP Completion Plan Action Step No. 21, Participation in AP Courses, pp. 2-3.

⁵⁸ This strategy was discussed in the ALE Plan, p. 12.

3. Completion

2018-19 Percentage of Students Receiving Passing Grades in AP Classes⁵⁹

School	African American	Hispanic Latino	White Anglo	total
Catalina High School	67%	75%	54%	70%
Palo Verde High Magnet School	71%	70%	76%	72%
Pueblo High School	80%	70%	80%	70%
Rincon High School	45%	80%	86%	80%
Sabino High School	91%	92%	95%	94%
Sahuaro High School	76%	84%	85%	84%
Tucson High Magnet School	81%	81%	91%	84%
University High School	97%	97%	96%	97%

2018 AP Summer Boot Camp Registration by Ethnicity

Ethnicity	Number	Percentage
White	27	25%
African American	6	6%
Hispanic	65	62%
Native American	0	0%
Asian	3	3%
Multi-Racial	4	4%
Total Students	105	100%

⁵⁹ This table shows the percentage of AP enrolled students who passed AP classes by race/ethnicity.

Number and Percentage of Students with One or More Qualifying AP Scores on an AP Exam⁶⁰

Admin	African American	AA%	Hispanic	H%	White	W%	Total
Spring 2015	42	52%	393	58%	610	75%	1,183
Spring 2016	44	46%	454	59%	640	74%	1,312
Spring 2017	48	59%	459	57%	609	72%	1,272
Spring 2018	40	44%	491	52%	621	75%	1,337
Spring 2019	37	43%	498	58%	610	74%	1,346

Total Number of AP Exams Taken⁶¹

Admin	African American	AA%	Hispanic	H%	White	W%	Total
Spring 2015	138	4%	1,228	35%	1,694	48%	3,517
Spring 2016	168	5%	1,342	36%	1,669	45%	3,715
Spring 2017	142	4%	1,399	38%	1,658	45%	3,699
Spring 2018	164	4%	1,437	37%	1,697	44%	3,838
Spring 2019	144	4%	1,608	40%	1,646	41%	4,020

Number of AP Exams Taken and Scoring 3 or Above⁶²

Admin	African American	AA%	Hispanic	H%	White	W%	Total
Spring 2014	71	51%	624	51%	1,159	68%	2,208
Spring 2016	70	42%	740	55%	1,182	71%	2,401
Spring 2017	83	58%	774	55%	1,198	72%	2,405
Spring 2018	77	52%	800	47%	1,251	76%	2,405
Spring 2019	60	41%	941	55%	1,202	73%	2,667

⁶⁰ The percentages in this table reflect the percentage of each race/ethnicity who passed AP exams as a percentage of the number of students of each race/ethnicity who took AP exams.

⁶¹ The percentages in this table reflect the percentage of each race/ethnicity taking AP exams as a percentage of the total number of all races/ethnicities taking AP exams.

⁶² The percentages in this table reflect the percentage of AP exams passed by each race/ethnicity as a percentage of the number of exams taken by each race/ethnicity.

AP Exam Scholarships

As noted earlier, District students took more than 4,000 AP exams during SY18-19. The District paid for 1,520 exams using waivers, including 80 percent of all tests taken by African American students and 59 percent taken by Hispanic students.

To improve completion in AP courses, the District implemented the following strategies.

a. Increasing the quality of instruction in AAC classes⁶³

The ALE department provides the Advanced Placement Desert Summer Institute each year. The institute, approved by the College Board, provides training for teachers who want to teach an AP course. The ALE department pays for teachers' registration fee. If teachers are unable to attend the institute, the ALE department pays the registration fee and travel accommodations for teachers to attend the same institute in Phoenix. Most AP teachers regularly attend AP training approved by the College Board.

b. Additional AP Support Programs

AP Summer Boot Camp

The ALE department works with high schools to offer an Advanced Placement Summer Boot Camp. Each summer, students can enroll in the two-week boot camp to prepare for the rigors of taking AP and dual credit courses. The camp is available to students at high schools throughout the District. Cholla and University high schools offer separate summer programs aligned to their unique programs that provide similar supports for their IB and AP students.

AP Mentoring and Tutoring

The ALE Director meets with the designated AP mentor from each high school to provide training and support. Each mentor submits a Teacher Mentor Plan and communication log to the ALE department. These forms document the mentor's work in helping students succeed in AP classes. AP mentors also help recruit students for AP Summer Boot Camp.

AP tutoring in math and/or English language arts skills is provided by AP teachers and is determined by each school site, based on student needs. AP teachers

⁶³ This strategy is discussed in the ALE Plan, p. 28.

also provide special test-prep sessions provided before AP exams at the end of the year.

G. Dual Credit

Dual credit courses allow high school juniors or seniors to enroll in a college-level course and receive academic credit for both high school and college. The District's current partner institutions are Pima Community College and the University of Arizona.

1. Access

As discussed earlier, dual credit courses are open to all students and provide an opportunity for students to prepare for college and careers. Students have access to college-certified teachers and college-level professors, develop important time management and study skills, improve their chances of being admitted to college, and receive college credit upon successful completion of the course. As shown above, all District high schools offer one or more dual credit classes. The District has implemented many strategies targeted to improving access in dual credit courses, as noted below.

a. Working toward all high schools being able to offer at least one dual credit course in a core academic area⁶⁴

Every high school in the District except UHS (AP focus) and Cholla (IB focus) offers a dual credit course in a core academic area.⁶⁵ The District actively recruits students to dual credit classes and has significantly increased the number of dual credit classes offered at District high schools from 11 in SY16-17, to 16 in SY17-18, to 20 in SY18-19.⁶⁶

2. Participation

In SY18-19, more than 500 students enrolled in dual courses, with a 155 percent increase in African American enrollment from SY17-18. The tables below show equitable participation in and completion of dual credit courses in the District's high schools.

⁶⁴ This strategy is discussed in the ALE Plan, p. 28.

⁶⁵ UHS offers a dual credit course in Engineering (Engineering 102) through the University of Arizona. Cholla High School offers a dual credit Introduction to the Middle East course.

⁶⁶ The District offers several additional dual credit courses that are not in core academic areas.

**2018-19 Percentage of 11th and 12th Grade Students
Participating in Dual Credit**

School	AA	Hisp	White	Total
Catalina	7%	3%	4%	4%
Cholla	1%	2%	2%	2%
Palo Verde	2%	3%	3%	3%
Rincon	5%	6%	7%	6%
Sabino	1%	2%	2%	2%
Sahuaro	2%	3%	4%	4%
Santa Rita	17%	18%	20%	19%
Tucson	3%	3%	3%	3%
University	18%	10%	9%	9%

Dual credit participation for African American and Hispanic students has increased over the life of the USP, as shown below.

Dual Credit Enrollment by Year and Ethnicity

Class	African American Enrollment %	Hispanic Enrollment %	AAC Total
2012-13	7.4%	38.9%	190
2013-14	8.1%	51.7%	236
2014-15	10.1%	52.2%	228
2015-16	8.1%	50.0%	186
2016-17	6.6%	64.9%	271
2017-18	5.5%	68.9%	363
2018-19	10.1%	51.5%	515

3. Completion

Percentage of Enrolled Dual Credit Students Who Completed at Least One Dual Credit Course

School	African American	Hispanic Latino	White Anglo	Total
Catalina High School	63%	67%	83%	67%

Cholla High School	100%	68%	100%	72%
Palo Verde High Magnet School	100%	93%	100%	96%
Rincon High School	100%	72%	56%	71%
Sabino High School	100%	100%	100%	100%
Sahuaro High School	75%	100%	82%	89%
Santa Rita High School	73%	73%	79%	75%
University High School	33%	43%	63%	49%

Percentage of Enrolled Dual Credit Students Who Received High School Credit

School	African American	Hispanic Latino	White Anglo	Total
Catalina High School	63%	67%	83%	67%
Cholla High School	100%	56%	100%	62%
Palo Verde High Magnet School	100%	93%	100%	96%
Rincon High School	88%	49%	50%	55%
Sabino High School	0%	50%	89%	65%
Sahuaro High School	75%	100%	82%	89%
Santa Rita High School	73%	73%	71%	72%
Tucson High Magnet School	78%	88%	88%	86%

Percentage of Enrolled Dual Credit Students Eligible to Receive College Credit (C or Above)

School	African American	Hispanic Latino	White Anglo	Total
Catalina High School	63%	67%	83%	67%
Cholla High School	100%	36%	100%	45%
Palo Verde High Magnet School	100%	93%	100%	96%
Rincon High School	25%	28%	31%	30%
Sabino High School	0%	50%	67%	53%
Sahuaro High School	75%	95%	82%	87%
Santa Rita High School	64%	67%	71%	67%
Tucson High Magnet School	67%	77%	81%	76%
University High School	33%	43%	63%	49%

H. International Baccalaureate

Recognized as part of the worldwide IB Programme, IB is a continuum of education for students who wish to take rigorous coursework that culminates in the opportunity to receive an IB high school diploma and/or accompanying college credits. Schools must be authorized to teach IB programs, and every authorized school is known as an IB World School. Programs within IB include the Diploma Programme and the Career-Related Programme.

1. Access

In SY18-19, Cholla Magnet High School offered the IB curriculum, which is open to all students who wish to enroll. Students can take individual IB classes or complete a Certificate or Diploma program.

2. Participation

In SY18-19, 748 students enrolled in IB classes at Cholla, representing 40 percent of the total student enrollment. The substantial increase in enrollment in IB classes is attributed to extensive recruitment internally and with incoming 8th graders as well as to expanded opportunities for students to earn college credit through the certificate program.

As discussed below, African American enrollment in IB classes at Cholla increased over the past four years. IB program enrollment is up from 84 students in the class of 2017 to 104 students in the class of 2019, though it slightly decreased from the class of 2018.

IB Diploma and Certificate Students by Ethnicity – Cholla Administrative Data

Race/Ethnicity	Class of 2017		Class of 2018		Class of 2019	
	Diploma (21)	Certificate (63)	Diploma (18)	Certificate (107)	Diploma (18))	Certificate (86)
Native American	2 (9%)	4 (6%)	2 (11%)	2 (2%)	-	2 (2%)
Asian American	2 (9%)	5(8%)	-	2 (2%)	-	-
African American	2 (9%)	-	4 (22%)	9 (8%)	2 (11%)	2 (2%)
Hispanic	13 (62%)	54 (86%)	10 (56%)	90 (84%)	11 (61%)	76 (88%)

Multi-racial					(0%)	1 (1%)
White	2 (9%)		2 (11%)	4 (4%)	5 (27%)	5 (5%)

Percentage of Students Enrolled in IB Course Relative to School Enrollment

School	White Anglo	African American	Hispanic Latino	Native American	Asian Pacific	Multi-Racial	Total
Cholla High School	40%	40%	41%	29%	22%	59%	40%

The District has implemented strategies targeted to improving participation in the IB program, as noted below.

a. Increasing IB education and marketing efforts regarding the continuum of IB programs available at Tucson Unified⁶⁷

The District continues to increase its efforts to improve and publicize its IB program. As noted above, African American enrollment in IB classes at Cholla increased over the past four years, and the number of students who enrolled as IB Certificate or Diploma candidates at Cholla increased from 84 students (Class of 2017) to 104 (Class of 2019). This significant increase can be attributed to the extensive recruitment of incoming 8th and 9th graders to the IB Prep Programme and to additional marketing efforts. Cholla offers open-access IB Prep courses in 9th and 10th grade to support the IB Diploma Programme, which is available to students in 11th and 12th grade.

Cholla worked directly with the Magnet and ALE departments to attend and host as many recruitment events as possible to attract students to the program. The Cholla IB department also established a working relationship with the School Community Services department for magnet placement using open enrollment priorities within IB Prep and Diploma programs. Many IB Prep students continue

⁶⁷ This section discusses the following strategies: Increase IB education efforts at the school, District and community level regarding the continuum of IB programs available at Tucson Unified and its open access policy for all students (ALE Plan, p. 20); Increase IB education and outreach efforts at Cholla High School by increased information sessions at registration and through classroom visits (ALE Plan, p. 20); Explore how effective marketing and public education of the successful IB program at Cholla might lead to greater enrollment of White students and a decrease in its level of racial concentration [ECF 2123, p. 79]; and Distribute new IB recruitment flyers created for interested students and parents (ALE Plan, p. 21).

into the IB Diploma Programme. In addition, as an open-access ALE, Cholla conducts school-wide recruitment of all 10th graders for the Diploma program.

The District also distributes the IB recruitment flyers, Student Guidelines for International Baccalaureate (IB) Courses, to parents and students.

3. Completion

Percentage of IB Students Who Completed at Least One IB Course

School	White Anglo	African American	Hispanic Latino	Total
Cholla High School	84%	85%	85%	85%

The District has implemented strategies targeted to improving participation in the IB program, as noted below.

a. Increasing effectiveness of IB partnerships with the District's Departments of Equity, CRPI, and Multicultural Curriculum⁶⁸

The District continues to increase the effectiveness of partnerships between its other departments and student services departments, the Culturally Relevant Pedagogy and Instruction Department, the Multicultural Curriculum Department, and the Department of Curriculum and Professional Development to develop and implement strategies to support students and teachers in culturally relevant pedagogy and practices. The ALE Director also meets regularly with these departments to coordinate ALE support.

For example, Cholla's IB staff and the District's English curriculum development team created units for all four quarters of IB English for junior and senior years that incorporated pedagogy supporting a multicultural curriculum. This was designed to satisfy the IB requirement of international-mindedness and global learning and become woven into the District's commitment to a multicultural curriculum.

⁶⁸ This strategy was discussed in the ALE Plan, p. 21.

IV. University High School

University High School (UHS) is one of the top-ranked college preparatory high schools in Arizona and has been ranked among the top high schools nationally for more than twenty years. The school offers a rigorous academic curriculum along with many support programs so students can successfully complete its course of study. In addition to academics, students at UHS compete on athletic teams and participate in award-winning performing arts programs. Students are involved in community and school events as well as academic competitions. UHS has a four-year graduation rate of 98 percent, and almost all students go on to a four-year college or university. The District has implemented various strategies to improve access, participation, and completion at UHS, as discussed in more detail below.

A. Access

1. Utilizing alternative assessments to identify additional African American and Hispanic students for admission⁶⁹

As part of the District's efforts to find multiple measures to assess students' capacity to succeed at UHS, the District evaluated the ACT Engage as an option, comparing the ACT Engage results with students' short answer essay questions.⁷⁰ Thirty-five valid ACT Engage assessments were completed from the 36 students who completed the short essay. Using the criteria that a student must exhibit three out of the five scales on the ACT Engage as "strengths" provided a way of assessing how students fare compared to the results of the essay (whether a student was admitted or not). Of the 35 students, 17 were offered admissions as a result of the short answer essay. Using the proposed ACT criteria, 18 of the 35 would be offered admissions, with two additional Hispanic students.

⁶⁹ This section addresses the following strategies: Pilot a UHS motivation assessment with current 8th graders in the spring of 2014 for possible implementation in admissions for the 2015-16 SY (ALE Plan, p. 29); and Test every 7th grader in Tucson Unified on CogAT 7 to identify potential for UHS admission (ALE Plan, p. 22).

⁷⁰ ACT has now replaced the ACT Engage with the ACT Tessaera, which the District currently uses. The ACT Engage was a standardized online assessment that measured a student's academic motivation. The goal of the ACT Engage was to identify students who were academically motivated and determined to succeed in a college preparatory environment. It was useful to the District because it measured several of the characteristics that UHS included in its short answer essay questions. As a formal assessment with validity and reliability studies, the ACT Engage added additional dimensions to the existing UHS admissions process (the CogAT and GPA) that the essay questions lacked. It was also simple to administer and score. The ACT Tessaera provides similar benefits to the District.

Given that the ACT Engage identified more students for UHS admissions and that the ACT Engage utilized grading that was more objective than short answer essay grading, the District decided to utilize the ACT Engage to assess motivation of 8th graders for admissions to UHS. Because ACT replaced the ACT Engage with the ACT Tessera, the District adopted this measure to perform the same functions of identifying additional African American and Hispanic students for UHS enrollment.

a. UHS Admissions SY 2018-19

UHS continued to provide additional qualifying options to prospective students, expand its recruitment efforts, and offer academic supports throughout SY17-18. In SY18-19, the District made no formal changes to the UHS admissions policy but did implement various strategies to increase the number of African American and Hispanic students who met the test qualifications: :

- In the first of two pilots, UHS renormed the scoring rubric. As a result, 39 Hispanic and four African American students met the CogAT criteria of a 7 stanine.

Impact of Revised Norming Procedure on Students Meeting the CogAT Test Criteria of a 7 Stanine

	White		African American		Hispanic		Native American		Asian/Pacific Islander		Multi-racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Traditional norming	242	50%	27	6%	153	32%	8	2%	26	5%	27	6%	483
Revised norming	264	48%	31	6%	192	35%	8	1%	28	5%	27	5%	550
Increase	22		4		39		0		2		0		67

- In the second pilot UHS invited 7th grade students who scored a 6 stanine and had at least a GPA of 2.5 in their spring semester core classes to retake the CogAT in 8th grade. Thirty-five students, including two African American and sixteen Hispanic students retook the test. Of those students, one African American and twelve Hispanic students met the test criteria of a 7.

In addition to these two pilots, UHS implemented test prep sessions both for students who had not yet taken the CogAT and those who were retesting. UHS offered three test prep sessions in fall 2018 and two test prep sessions in spring 2019 to help familiarize students with the CogAT testing structure and types of questions. UHS provided training to parents on how to support their student at home as well as how to get them ready for the test.

UHS sent flyers to students invited to retest in December and newly enrolled eighth graders informing them of the test preparations opportunities. They also informed middle school and K8 counselors, along with the MASSD and AASSD, of these opportunities. For the spring sessions, this information was posted on the UHS web site. Approximately 300 students attended these sessions.

Overall, 450 students qualified for the 2019-20 UHS freshman class by meeting the 50+ admission points, including 21 African American students and 134 Hispanic students.

ACT Tessera

In SY18-19, the College Board replaced the ACT Engage with a similar non-cognitive assessment: the ACT Tessera. Designed to measure students' social-emotional learning skills, the ACT Tessera assesses five important factors: Grit, Teamwork, Resilience, Curiosity, and Leadership. UHS utilized this assessment as a multiple measure for SY19-20 admissions. Students who did not meet the 50-point admissions requirement were offered an opportunity to take the Tessera. Of the 57 who took the assessment, 40 met the qualifying criteria, including all five African American students and 27 Hispanic students.

2. Creating pipelines for African American and Hispanic students to attend UHS⁷¹

Although the District did not discover any pipeline issues specific to the Tucson Unified that affect potential UHS students, it developed strategies to improve pipelines for recruiting Hispanic and African American students. The following is done yearly:

- 1. Educating Tucson Unified's Communications department** regarding UHS's various programs, benefits, and related issues.

⁷¹ The strategy addressed in this section is: Identify whether there are any pipeline issues impeding UHS enrollment, and if so address such issues in the ALE Policy Manual [ECF 2123, p. 86].

2. **Educating Tucson Unified principals and counselors** about what UHS is and the importance and value of UHS to ensure clear communication is provided.
3. **Educating District leadership** to ensure correct information is being shared within the Tucson Unified community.
4. **Educating middle school students.** The Recruitment and Retention Coordinator meets twice yearly with every 6th, 7th, and 8th grader to ensure they understand the UHS admission requirements, are informed about the programs and opportunities the school provides, and have the support they need to get into UHS.
5. **Educating the parent community about UHS.** Multiple times throughout the year, UHS holds parent and family meetings to ensure the community understands UHS's benefits and achievements.

B. Participation

UHS is intentional in its recruitment of African American and Hispanic students to increase the number of these qualified students who accept placement at the school. Admission to UHS is based on students meeting a set of criteria, including exam scores, GPA, and a behavioral-attitudinal measure. Freshman UHS students take both AP and pre-AP courses, transitioning into a schedule of almost all AP coursework as they advance through their high school careers.

UHS's principal and assistant principal meet with the Recruitment and Retention Coordinator weekly to strategize regarding efforts to recruit African American and Hispanic students. UHS also hosts a yearly counselor breakfast where middle school counselors, principals, and other staff learn how to help students meet UHS requirements and how to recruit African American and Hispanic students to accept admission and attend UHS. The principal also regularly meets with the African American and Mexican American student services departments to provide them with information about UHS requirements and assist in recruiting future students and sharing information with families for home visits.

The District also implemented additional strategies to improve participation, as discussed in more detail below.

1. Identifying recruitment strategies for African American and Hispanic students and determine whether these strategies are effective⁷²

UHS identified and implements several strategies to improve recruitment of African American and Hispanic students. For example, UHS engages African American and Hispanic families from the school to call 8th grade students who qualified for UHS admission to answer questions and encourage enrollment. Additionally, the UHS Parent Association, with support from UHS Administration, sets up zip code parties and meetings for new to UHS families to help increase the diversity of parent participation. Current UHS families host gatherings at their homes and invite new UHS families, make welcoming phone calls and engage with families in their general neighborhood to build a community of support, and promote involvement on campus and with the Parent Association.

The Parent Association is involved in several parent events in which UHS parents, including African American and Hispanic parents, share tips about parenting prospective UHS students and UHS freshmen; experiences for getting in and succeeding at the school; and ideas for parent engagement on campus and with other UHS families. The parent meetings and events have been held during BOOST (one evening and one morning meeting) and during the BLAST middle school program, which UHS hosts.

For SY18-19, UHS hosted its annual welcome night and completely changed the format and theme, making it a formal event called “Freshman Acceptance Gala.” Students were encouraged to bring their entire family, dress up, and walk a red carpet where photographers snapped pictures of students and their families with their acceptance certificates. The gala included performances, testimonies from current students, and an inspirational video about UHS (<https://youtu.be/s1B0Em3FOJ8>). After the formal event, families were surprised with a firework show outside before they entered the gym to meet with more than 100 different academic departments, clubs, fine arts programs, and athletic teams. More than 1,200 students and family members attended this year’s event.

⁷² This section addresses strategies discussed in ECF 2123, pp. 86-87.

2. Developing strategies for family peer-to-peer recruitment⁷³

UHS provides peer-to-peer recruitment at several events held throughout the year, connecting diverse students and parents to attract African American and Hispanic students to UHS. As noted above, UHS holds and sponsors events where current UHS families host parties based on zip codes around Southern Arizona to welcome all incoming students. Current UHS families make connections with new parents and students to provide family mentoring and additional support. UHS recruits diverse families as hosts so that incoming students and families can connect with them, providing additional peer-to-peer recruiting. Additionally, the Parent Penguin to Penguin program supports parents new to UHS through ongoing contact with current parents. Parents also share their experiences at other events where appropriate, such as the Freshman Acceptance Gala, BLAST parent workshops, and the Annual Multicultural Scholars Dinner.

3. Conducting specific outreach to 8th grade students identified through CogAT⁷⁴

UHS invites all 8th graders who meet the CogAT criteria to spend a day on campus to participate in leadership activities; learn about UHS academic classes, clubs, extracurricular activities, and athletics; and make new friends. The staff matches prospective students with current UHS students to serve as mentors. More than 600 students from both District and non-District schools attended in SY18-19.

4. Improving marketing for UHS testing and admissions⁷⁵

The District continually conducts recruitment and outreach activities to prospective and incoming students to attract more African American and Hispanic students to qualify and accept placement at UHS. The UHS Admissions Office shares information with 6th and 7th grade students to introduce them to the opportunities

⁷³ This section addresses strategies discussed in ECF 2084, pp. 6-7.

⁷⁴ This strategy is discussed in the ALE Plan, p. 22

⁷⁵ This section addresses the following strategies, each of which is discussed in the ALE Plan, p. 22: Send materials to seventh graders and families before CogAT testing to explain the purpose of testing and enrolling at UHS; Distribute these materials at Family Centers; Require middle school counselors to review UHS admission requirements with all students in sixth and seventh grade and provide them application materials; Require all designated staff to attend annual information sessions on admissions to UHS and the annual Multicultural breakfast; Target UHS outreach to African American and Latino students through interest-based mentorship programs with community professionals; Write Parent Handbook for middle school families to provide strategies to support student enrollment in ALEs, including UHS; and Hold workshops or present at District monthly meetings about UHS admissions and identification process.

available at the school and familiarize them with the admissions criteria earlier so they can better plan middle school course selections during fall and spring.

In addition, UHS holds two evening presentations for families of 7th grade students in the spring. All families of 7th graders receive a ParentLink email and phone call with information about the events. Other outreach activities include visits to every school, home visits, campus tours, and personal phone calls by the Recruitment and Retention Coordinator and UHS staff. In addition, the coordinator, UHS counseling staff, and a group of Hispanic and African American families call every African American and Hispanic student who qualifies for admission to offer congratulations and support, answer questions, and ask to arrange a social gathering and/or a home visit.

The District focuses middle school student enrollment efforts on improving recruitment through personal outreach, visits to all middle schools, flyers and television outreach for general communication, attendance at community events, UHS campus visits for potential student applicants, and collaboration with the Family Resource Center staff. The District shares these strategies with parents at several events, and the ALE Director is working to combine these various strategies into a Parent Handbook.

i. **Major Recruitment and Outreach Events**

a) Step Up Day: UHS invites all 8th graders who meet the CogAT criteria to spend a day on campus to participate in leadership activities; learn about UHS academic classes, clubs, extracurricular activities, and athletics; and make new friends. The staff matches prospective students with current UHS students to serve as mentors. Hundreds of students from both District and non-District schools attend.

b) Annual Multicultural Scholars Dinner: The District invites all Tucson Unified 6th, 7th, and 8th grade African American students who had a minimum of a 2.5 GPA to attend the dinner with their families. UHS recently expanded the event to include 6th and 7th graders as a way of engaging students at an earlier age to consider UHS as a high school option and to inform them of the admissions process. This dinner brings together many visiting African American parents and students with current UHS African American families.

c) Freshman Celebration: More than 1,000 parents and students who qualify for UHS admission learn about course selection, clubs, athletics, and activities.

d) Penguin Parent to Parent: This UHS Parent Association has a parent support program that trains parents on the UHS admissions policy, curriculum, course requirements, and other important topics and sparks more supportive and engaging conversations with new African American and Hispanic families. The UHS Parents Association also is involved in meetings to share important information with incoming families about the school and provide mentoring.

e) Welcome Wagon Events: During the summer, UHS families host dozens of back-to-school parties to welcome new students who live within their zip codes. Families provide food, share stories, promote the school, and create opportunities for carpools and parent support.

f) BLAST: This program focuses on African American and Hispanic student recruitment and brings hundreds of students to the UHS campus during the first two weeks of June. The goal of BLAST is to provide an intensive academic enrichment camp for African American and Hispanic students who just completed 6th or 7th grade. This camp provides admissions, coursework, and other information about UHS and incorporates fun, hands-on learning opportunities that include leadership, socioemotional learning, extracurricular activities, and free breakfast and lunch. The Penguin-to-Penguin program has expanded to focus on freshmen mentoring to guide these students as they complete their 7th and 8th grade years.

In addition to student support, UHS parents host workshops for the parents of students who attend BLAST, as mentioned earlier. At these workshops, UHS African American and Hispanic parents share their experiences at UHS and provide advice and guidance for how parents can help their students prepare for admission into UHS. During the next school year, current UHS parents follow up with parents who attended BLAST parent meetings to confirm that families have the resources and support they need.

5. Implementing a summer program for 7th and 8th grade students who have qualified for UHS⁷⁶

As discussed above, the District's innovative BLAST program brings hundreds of students to the UHS campus during the first two weeks of June to provide an intensive academic enrichment camp for students who just completed 6th or 7th grade. This camp provides admissions, coursework, and other information about

⁷⁶ This strategy is discussed in ECF 2123, p. 86.

UHS and incorporates fun, hands-on learning opportunities that include leadership, socioemotional learning, extracurricular activities, and free breakfast and lunch.

6. Investigating and documenting why each African American and Hispanic student has declined a UHS enrollment invitation and developing a remedial strategy⁷⁷

The District regularly investigates why each African American and Hispanic student declines a UHS enrollment invitation, and it develops remedial strategies to address this issue. For the 2018-19 UHS Freshman class, sixteen African American students qualified for admission to UHS. Seven students accepted the invitation by March 1. Five African American UHS parents, in collaboration with the UHS counseling team, called the remaining African American students. An additional three students accepted placement, for a total of ten African American students accepting placement for SY18-19.

Documented reasons for declining placement have included wanting more athletic options and a more flexible academic curriculum. Students who declined indicated they would be attending Cholla, Sabino, Tucson High, BASIS, and Salpointe.

For the 2018-19 UHS Freshman class, 139 Hispanic students qualified for admission to UHS. Eighty-eight students accepted the invitation by March 1. Five Hispanic parents, in collaboration with the UHS counseling team, called the remaining students. UHS also arranged ten tours as follow-up. An additional twelve students accepted placement, for a total of 100 Hispanic students accepting placement for SY18-19.

C. Completion

As shown in the table on page 53, above, UHS students succeeds in ALEs at exceptional rates. These students benefit from the District's overall support strategies as well as strategies that are specific to UHS.

For example, the UHS principal and vice principal have weekly check-ins and trainings with teachers and staff about the importance of Multi-Tiered Systems of Supports and Tier 1 instruction to support African American and Hispanic students at UHS. Teachers are educated about classroom level supports and interventions and learn about resources to help students succeed. Office staff receives monthly updates and training and are educated about customer service and helping families,

⁷⁷ This strategy is addressed in ECF 2123, pp. 86-87.

particularly African American and Hispanic families, navigate the process, overcome roadblocks, and succeed at UHS.

UHS offers Bounce, a math and science summer support program, to UHS students entering their sophomore year. UHS bases invitations on students' performance in their freshman math and biology classes. Teachers provide students with essential information to prepare them for taking AP or Honors Chemistry in the fall of their sophomore year.

Tutoring services continued in SY18-19, with additional math and science tutors and writing support for senior students applying to college.

Teachers of Math Center, Writing Center, and Science Center courses provide targeted support for struggling students in math, science, and English. These courses provide assistance to students with specific skill gaps in reading, writing, science, and math that prevent them from succeeding in core academic classes. In SY18-19, 48 students took one of these classes.

The Penguin-to-Penguin student mentor program continued to grow to help acclimate the incoming freshman class. Junior and senior student volunteers each assist one or two freshmen. BOOST, a freshman orientation and induction program, continues its mission to address and implement more targeted interventions for incoming freshmen and eliminate academic skill gaps. The table below shows an increase in the number of African American and Hispanic students who participated in BOOST.

Four-Year BOOST Participation Data

Ethnicity/Race	Summer 2016	Summer 2017	Summer 2018	Summer 2019
White	91 (38%)	163 (49%)	117 (47%)	189 (49%)
African American	3 (1%)	2 (1%)	9 (3%)	23 (6%)
Hispanic	103 (44%)	107 (32%)	81 (32%)	122 (32%)

Counselor and Teacher Recruitment and Support

In SY2018-19, the District continued the Fall Counselor Breakfast during Step Up Day. UHS Hispanic and African American students who attended District middle schools spoke and answered questions to help middle school counselors better understand and articulate the positive experiences available at UHS. The

Recruitment and Retention Coordinator and UHS administration continued efforts to meet with every middle school counselor during SY18-19 as well.

UHS identified 336 first-generation Hispanic and African American students enrolled in the school in August and September 2018 and matched them with a teacher on campus. Teacher mentors met three times a week with these students either between classes, during conference period, or before/after school. Teachers also were included as part of Multi-Tiered System of Supports conversations to ensure that at least one adult on campus always monitors students' needs. These efforts resulted in a substantial increase in the number of first-generation college-bound African American and Hispanic students receiving mentoring through this program.

**Hispanic and African American 1st Generation College-Bound Students
with Mentors (UHS administrative data)**

Ethnicity	2015-16	2016-17	2017-18	2018-19
African American	5	7	13	17
Hispanic	205	223	246	319

Finally, the District also implemented strategies aimed at improving completion and success for Hispanic students at UHS.

**1. Developing a remedial strategy for Hispanic attrition
at UHS⁷⁸**

UHS monitors and documents the students who do not return to school, or who withdraw during the school year. Hispanic students stated varying reasons for leaving UHS, including transportation, medical, sports, academic, and social reasons. To address these concerns, UHS implemented four additional interventions beginning in SY18-19:

- In addition to utilizing a school assessment to place all students into the appropriate math course, UHS implemented an additional reading placement test to identify students who are more likely to struggle in courses with heavy reading and writing. Based on this assessment, students were automatically registered for math, science, or writing center intervention classes. Students may opt out of one of these

⁷⁸ This strategy is addressed in ECF 2123, pp. 86-87.

intervention classes after at least one semester has been completed and the student has shown evidence of success (B or better) in these classes.

- As a result of being awarded Results Based Funding from the State of Arizona, UHS funded an additional English teacher to reduce freshmen and sophomore class sizes, giving English teachers more time to meet with students and provide authentic feedback.
- To address organization, stress management, critical reading, and study skill needs, UHS is implementing a new curriculum in the existing health class to introduce and reinforce these critical skills that many students struggle with when they enter high school.
- In the past, freshmen were given the option of having a Big Penguin student mentor. Based on exit interviews, many students who described not having a connection on campus did not have Big Penguin mentors. To address that lack of connection, all freshman in SY18-19 were assigned a Big Penguin student mentor. Once students have successfully transitioned into UHS and have shown evidence of a connection with teachers, clubs, sports, and/or fine arts, they may opt out of having a Big Penguin mentor.

UHS is also including more frequent grade level assemblies entitled “Future Focused Meetings” that feature guest speakers from the school and around the local and national community who will talk about stress, time management, goal setting, and other essential topics. Additionally, the UHS administration is starting a book club for Hispanic and African American students to provide additional mentoring through texts that support academic and socioemotional growth.

V. Additional ALE Information

A. English Language Learner (ELL) Access and Participation

The District strives to increase enrollment of ELL students in ALEs and has seen great success. In SY18-19, ELL participation in middle school courses for high school credit increased from 45 students to 86 students. Additionally, 40th-day enrollment data show that ELL participation increased in AP and pre-AP classes over the last six years, as shown in the table below.

ELL Growth in AP and Pre-AP Enrollment

Type of ALE	Class Year	ELL #	Total in ALE	ELL %
Pre-AP Advanced	12-13	4	912	0.44%
Pre-AP Advanced	18-19	33	1,381	2.4%
Pre-AP Honors	12-13	10	4,783	0.21%
Pre-AP Honors	18-19	70	5,435	1.3%
AP	12-13	6	2,521	0.24%
AP	18-19	18	3,223	0.56%

B. AVID Access and Participation

While AVID is not an ALE program, it is an essential part of the support for students in ALE programs and a structure by which students can be recruited to participate in ALEs. AVID is a global nonprofit organization dedicated to closing the achievement gap by preparing all students for college and other post-secondary opportunities. It does this by bringing best practices and demonstrated methodologies to students “in the academic middle” through a targeted elective class and to all students through school-wide implementation strategies.

The AVID Elective class targets students who desire to go to college and have the will to work hard to complete a rigorous curriculum. Typically, AVID Elective students will be the first in their families to attend college and many are from low-income or minority families. In the AVID Elective, students are routinely required to enroll in their school’s most challenging courses, such as honors or AP.

In SY18-19, AVID sites in the District increased from 12 to 13. As shown in the table below, the District also successfully grew its student participation over the last five years. The number of students served by AVID increased from 714 students in SY14-15 to 2,405 in SY18-19. In that time, Hispanic students made up most of the students enrolled in AVID. Additionally, the percentage of African American students participating in AVID easily exceeds the percentage of the District’s enrollment of African American students.

100th-Day Multi-Year Comparison of AVID Enrollment by Ethnicity

Year	White		African American		Hispanic		Native American		Asian PI		Multi Racial		100-day Total
	N	%	N	%	N	%	N	%	N	%	N	%	
14-15	98	13.7	69	9.7	492	68.9	28	3.9	8	1.1	19	2.7	714

15-16	145	13.2	120	10.9	728	66.4	47	4.3	18	1.6	38	3.5	1,096
16-17	150	11.4	119	9.0	942	71.4	48	3.6	32	2.4	29	2.2	1,320
17-18	178	12.1	176	11.9	985	66.8	53	3.6	36	2.4	47	3.2	1,475
18-19	377	15.7	350	14.6	1,430	59.5	91	3.8	78	3.2	79	3.3	2,405

1. Expanding the AVID program and hiring an AVID Coordinator to assist the ALE Director in this expansion⁷⁹

The District expanded the AVID program substantially and hired an AVID Coordinator to assist in this expansion. AVID is designed to increase the number of underserved students who enroll and succeed in higher education and in their lives beyond high school with school wide support and the AVID elective. The AVID elective class specifically targets students who are underrepresented in college enrollment as well as those from low socio-economic backgrounds and students who would be the first in their family to attend college. As of SY18-19, the District had AVID programs at thirteen schools, with plans to continue adding schools.

AVID aligns a school campus with the most current research-based college and career readiness practices. Site teams meet monthly throughout the school year to develop and implement plans for creating or enhancing a school-wide college-going culture that supports high expectations and high levels of achievement for all students. Each year, educators from AVID sites attend AVID professional development to deepen the implementation of AVID within classrooms and across campuses to prepare all students for college readiness and success.

C. Additional Strategies and Responses to Specific Court Inquiries

1. Developing strategies for increasing AP participation in schools with declining AP participation⁸⁰

The District regularly reviews the AP participation levels at each high school and works with each school on discovering and addressing potential reasons for

⁷⁹ This strategy was discussed in the ALE Plan, p. 13.

⁸⁰ This section addresses the following strategies: Develop strategies for increasing AP participation in schools with declining AP participation [ECF 2123, p. 91]; and Create an advisory/intervention period at Tucson High in the master schedule (Notice of Compliance with USP Completion Plan Action Step No. 21, Participation in AP Courses, pp. 2-3).

decreases in AP participation in a given year. Following SY17-18, the District investigated the AP participation at Tucson and Catalina high schools based on the Special Master's recommendation and identification of these schools.

The District notes that African American AP participation at Tucson High **increased, not decreased**, in SY17-18. Additionally, over the prior two years, Tucson High added more culturally relevant courses, which had an impact on the number of students choosing AP. Students shared with administrative staff that they prefer a teacher to whom they can relate and feel that the current culturally relevant teaching staff does an excellent job relating to students. Consequently, at least for some students, AP enrollment decreased when competing enrollment in and demand for culturally relevant classes increased.

The Tucson High administrative team identified three strategies to help address these issues and increase enrollment in AP classes. First, it increased family communication and engagement, including helping parents and students make the connection between rigorous coursework and college enrollment. Second, Tucson High incorporated an advisory/intervention period into its bell schedule, which allows AP students more access to their AP teacher during the school day for help with concept attainment and homework. Third, Tucson High added counselors to help with AP student recruitment and retention by discussing the importance of the classes and providing support.

The District increased AP course offerings at Catalina High from six in SY16-17 to nine in SY19-20. Catalina also significantly increased the number of students taking AP courses, from 67 in SY14-15 to 101 in SY18-19. Catalina uses its AP Potential Report to identify and meet with students to encourage them to try AP courses. Many students who may not have considered this path usually try one course after this personal outreach and many take additional courses in the years following. Counselors spend time talking with students about the advantages of taking these courses, and the site's College Career Readiness Coordinator also encourages students to try this path.

As noted above, the District is exploring the possibility of creating AP culturally relevant courses, similar to what UHS has done, which could be implemented across the District's comprehensive high schools.

The ALE Director continues to follow AP enrollment and test score data at all comprehensive high schools and works with administrative teams to improve these outcomes.

2. Determining whether the dual credit program can entirely replace an AP program in specific high schools⁸¹

Dual credit classes provide an excellent alternative to AP classes, giving students the opportunity to earn college credits while still in high school, saving them the tuition they would otherwise have to pay to earn college credits, and giving them a leg up by allowing them to begin their full-time college career with credits that will count toward college graduation. This is a particularly valuable benefit to lower-income students and/or students who otherwise may not be inclined to enroll in AP courses not knowing whether they could succeed.

The dual credit program at Santa Rita continues to significantly benefit its participants. For example, in SY17-18, Santa Rita's 92 graduating seniors earned 572 college credits through their participation in the dual credit program, saving them more than \$340,000 in tuition at the University of Arizona and more than \$46,000 at Pima Community College. In fact, one student graduated from Santa Rita with 35 college credits, and more than 20 students earned 25 college credits each.

For many students, dual credit courses often provide the greatest likelihood of earning college credits while still in high school. [See ECF No. 2123, pp. 77-78 ("Dual credit courses guarantee credit at Arizona colleges and universities including community colleges, with almost all students who take dual credit courses receiv[ing] passing grades in comparison to students taking AP or IB classes who must pass a more rigorous examination in order to receive college credit.").] Many of these students will start college as sophomores, having earned a full year of schooling and having saved thousands of dollars in tuition, giving them a great head start to a successful college career. Some of these same students may not have had the same measure of success with AP classes. Aside from UHS, which provides students similar opportunities to earn a substantial number of college credits while still in high school, no other District school provides this opportunity at this level.

3. Enhancing ALE programs at Catalina High School⁸²

⁸¹ This directive is discussed in ECF 2123, p. 97.

⁸² The following strategies are discussed in this section: Add seven-period day at Catalina in SY19-20; Extend learning days at Catalina in SY19-20 on Mondays, Tuesdays, and Thursdays from 3:30 to 5:30, focusing on culinary arts program and credit recovery; Increase AP and dual credit offering at Catalina in SY19-20; and Implement school-wide AVID at Catalina. These strategies were discussed in Tucson Unified's Notice of Compliance with USP Completion Plan Action Step No. 21, Participation in AP Courses, pp. 1-2.

As discussed earlier, Catalina added a seven-period day. The seven-period day allows teachers to meet in PLCs and allows for the scheduling of more intervention classes.

Catalina also offers an extended learning day on Mondays, Tuesdays, and Thursdays from 3:30 to 5:30 p.m., focusing on its Culinary Arts program and credit recovery. During SY18-19, these extended learning opportunities also included one semester of Jazz Band.

In addition, Catalina recently increased its offering of AP classes and dual credit classes. Specifically, Catalina went from offering six AP courses in SY16-17 to offering nine in SY19-20. It also increased its dual credit offerings from one in SY16-17 to four in SY19-20.

Catalina also implemented a school-wide AVID program, increasing the number of AVID Elective sections and embedding AVID strategies at each grade level and in all contact areas. The increased sections and use of AVID strategies help develop student skills and prepare more students to take advanced academic courses.

4. Ensuring parents understand the difference between AP courses and dual credit courses⁸³

In Order 2123, the Court directed the District to “ensure that parents understand the difference between AP and dual-credit courses, especially the limited value of dual credit courses outside Arizona.” [ECF No. 2084, p. 18.]

In many instances, high schools offer both AP and dual credit courses. However, in certain circumstances based on a carefully considered analysis and an appropriate approval process, a school can opt to choose dual credit classes for their students, rather than AP courses. Parents are informed of the differences between the two programs annually, both by counselors at registration and during future freshman orientation events. The District strives to ensure that parents understand the details and benefits of all ALE opportunities, including dual credit courses. Indeed, the District continues to work to show that the value of dual credit courses is not limited to colleges and universities in Arizona. Colleges and universities outside of Arizona treat dual credit courses like successful AP exam scores, readily granting credit for such courses.⁸⁴ Thus, while dual credit courses

⁸³ This directive was given in ECF 2084, p. 18.

⁸⁴ Of course, just as with successful AP exams, each college or university decides whether to accept dual credit courses as (a) prerequisites for taking higher courses, (b) actual college credits toward graduation, or (c)

can accurately be said to have a different value than AP courses, their value outside of Arizona is far from limited and can be a better value for some students.

5. Working with state policymakers to ensure funding continues for AP testing⁸⁵

The District works to secure and provide funding for AP testing for low-income students. Each year more than 1,000 low-income District students can participate in AP testing with funding assistance from the state of Arizona, College Board, and/or Tucson Unified.

6. Determining whether MS courses for HS credit are effective substitutes for middle school AACs⁸⁶

Middle school courses for high school credit provide high school level coursework, with students earning the associated high school credits for the course. This allows students to begin an advanced track of study in that content area so they can further explore the subject when they transition to high school. For example, high school math programs often offer more rigorous coursework beyond the regular four years of math normally available on a regular schedule. Students who take Algebra for high school credit as an 8th grader can take a fifth year of advanced math during their senior year. These courses are not designed or implemented as substitutes for other AACs. Indeed, many students participate in these courses along with other AACs while in middle school.

7. Creating a cohesive ALE program at all school levels⁸⁷

Tucson Unified is committed to improving the academic achievement and college preparedness of all students in the District and has worked to do so by providing equal and improved access to its ALEs. A key purpose of ALEs is to improve the academic achievement of all students in the District and to ensure that all students have equal access to these opportunities. In its commitment to this goal, Tucson Unified developed and implements numerous strategies and policies to create a cohesive program that offers a range of ALEs for students from kindergarten to high school. The District monitors these advanced learning

both. And, just like with AP exam scores of 3, 4, or 5, some colleges refuse to grant college credit for any courses or credits earned outside of the university setting.

⁸⁵ This directive was given in ECF 2084, p. 18.

⁸⁶ This strategy is discussed in ECF 2123, p. 97.

⁸⁷ This section discusses the following strategy: The District should focus on strategies and policies that will create a cohesive ALE program, providing a structure for a GYOP for ALE students beginning in the elementary GATE programs, retaining them through middle school in GATE and Pre-AP programs and into high school AP programs, including UHS [ECF 2123, p. 98].

experiences for disparity gaps across all racial/ethnic groups to confirm all students have equal access to the ALEs.

The ALE Policy Manual submitted herewith provides an overview of the various ALE programs, their cohesive structure within the District, and the supports provided to retain students in ALEs at every level. As demonstrated above, these strategies and policies have resulted in significant increases in access to, participation in, and support for ALEs.

8. Using culturally relevant curriculum to promote student engagement and improve the academic success of African American and Hispanic students enrolled in ALEs⁸⁸

The ALE Policy Manual describes several strategies the District currently employs to utilize culturally relevant curriculum for students enrolled in ALEs. Specifically, the manual discusses interdepartmental collaboration, allowing for student support departments to provide collaborative professional development for teachers to address culturally relevant and responsive practices and promote student engagement to improve the academic success of African American and Hispanic students enrolled in ALEs. Additionally, all District teachers receive culturally relevant curriculum training as part of their site professional development, and all staff members involved in Future Focused Meetings receive training in culturally relevant pedagogy. *See* ALE Policy Manual, pp. 30, 35.

One example of the District's interdepartmental collaboration involved UHS working closely with the College Board and the Culturally Relevant Pedagogy and Instruction Department to create the first-of-its-kind AP English Language and Composition: CRC African American and Mexican American Perspective. This course is the required English course for all juniors. The overarching theme, The American Experience, includes sub-themes that dive into the complex experiences of Mexican Americans and African Americans as told through nonfiction texts.

The class is the first of its kind in the United States. The course guides students in becoming curious, critical, and responsive readers of diverse texts and in becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes.

⁸⁸ This section discusses the following strategy: The ALE Policy Manual shall include strategies for the ALE programs to use culturally relevant curriculum to promote student engagement to improve the academic success of African American and Latino students enrolled in ALEs [ECF 2123, p. 94].

In addition to the academic standard supported by the College Board, the course also supports student learning about social justice standards, including:

- Identity 5: Students recognize traits of the dominant culture, their home culture and other cultures, and they are conscious of how they express their identity as they move between those spaces.
- Diversity 9: Students relate to and build connections with other people by showing them empathy, respect, and understanding, regardless of our similarities or differences.
- Diversity 10: Students understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
- Justice 13: Students can explain the short- and long-term impact of biased words and behaviors and unjust practices, laws, and institutions that limit the rights and freedoms of people based on their identity groups.
- Action 18: Students have the courage to speak up to people when their words, actions, or views are biased and hurtful, and students will communicate with respect even when we disagree.

This truly innovative course will promote student engagement and improve academic success for African American and Hispanic students at UHS and, as expanded, throughout the District and beyond. As noted above, this is only one of the strategies the District has implemented to promote culturally relevant curriculum to support student engagement and academic success. Other strategies targeted at utilizing culturally relevant curriculum in ALEs can be found in the ALE Policy Manual. Based on the District's regular review and assessment processes, the District believes these strategies have contributed to the District's success in increasing the number and/or percentage of African American and Hispanic students participating in and successfully completing various ALEs.

9. Providing district-wide professional development on topics relevant to African American and Hispanic students⁸⁹

⁸⁹ This section discusses the following strategy: 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;

The District developed a comprehensive professional development program, which provides district-wide training on relevant topics. For example, the District provides training to all administrators and certificated staff on how to identify prospective students for ALEs, how to contact parents to encourage ALE participation, and how to encourage African American and Hispanic students to enroll in ALEs.

Other professional development includes information about identifying African American and Hispanic students for ALEs, including by utilizing PSAT scores/AP Potential Report. The District provides College Board training for counselors and conducts site visits to review data regarding African American and Hispanic student placement in ALEs.

Tucson Unified also provides district-wide training on strategies for engaging students; creating a supportive and inclusive learning environment that benefits African American and Hispanic learners; and emphasizing curriculum, pedagogy, and learner-based approaches that tap into students' cultural assets, backgrounds, and strengths. In addition, the District provides professional development to all classroom teachers on implementing multicultural curriculum, including multiculturalism as an ideology and as a practice and creating a positive and inclusive climate in classes and schools that builds respect and understanding among all students.

The District has refined its comprehensive, multi-year Culturally Responsive Professional Development Plan (CRPD) used to train administrators and certificated and classified staff. This plan is aimed at improving culturally responsive practices throughout the District. Thus, the District uses a culturally responsive framework to address the elements contained within the Supportive and Inclusive Learning Environments (SAIL) approach.

During SY17-18, the District implemented a four-part training for each school site for all administrators, instructional support staff, and certificated faculty. The sessions focused on Asset vs. Deficit Thinking/Theory in Education, Bias Identification and Reduction, the Impact of Teacher Expectations on Students, and Microaggressions in the Learning Environment.

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 (ALE Plan, p. 12).

Additionally, the directors of the African American and Mexican American student services departments coordinated and facilitated trainings for their staff to enhance the level of support they offered to students and families. Materials and discussion centered on student learning. AASSD training topics covered student trauma, culturally responsive practices, Grant Tracker, family and community engagement, mental health first aid, and Kids at Hope. The MASSD training included prevention workshops for parents, FAFSA, historical trauma, understanding the impact of trauma, Deferred Action for Childhood Arrivals (DACA) supports, College Academy for Parents workshops, de-escalating behavior, Grant Tracker documentation, mental health first aid, culturally responsive practices, family and community outreach, and mandatory reporting.

Through an intergovernmental agreement with the University of Arizona, administrators also received training in SY17-18 on the implementation of and self-assessment in culturally responsive practices at their sites. This training, provided by Dr. Francesca López, an expert on Culturally Responsive Pedagogy, implemented the Diversity Response Principal Tool to assist administrators in conducting an evaluation of their respective sites and policies and to assist in the development of an action plan to address areas of concern⁹⁰. As part of the comprehensive approach to culturally responsive practices, administrators received further training by Dr. Kevin Henry, Jr., in the basics of Restorative Practices.

The CRPI department continues to work with a panel of national experts on culturally responsive curriculum and instruction to consult and guide the work on culturally responsive practices. Led by Dr. Christine Sleeter, this panel is composed of prominent scholars in the field of culturally responsive education and provides guidance in the professional development plans for administrators and teachers [ECF 2124-1, pp. 84-85].

CRPI staff provides continued support and training to District staff in culturally responsive practices. Training takes place in collaboration with CRPI and specific sites requesting it and is differentiated to support the site needs.

Administrator trainings and the CRPD inform the development of site-based professional development organized by the site principal. Teachers at all sites throughout the District receive training in culturally responsive practices.

⁹⁰ These trainings occurred on 11/2/17, 3/1/18, and 4/5/18, as noted on Instructional Leadership Academy agendas.

In SY17-18 and SY18-19, the District provided a series of four individual training sessions at all sites during the Wednesday teacher in-services. Teachers engaged in a reflective process requiring self-analysis and a reevaluation of the educational practices they employ. The training asked teachers to consider their conscious and implicit biases and the impact these biases have on student achievement. In SY19-20, the District will provide four additional training sessions for administrators. These sessions will focus on the teacher evaluation and assessment process specific to culturally responsive teaching practices.

The District also provides a variety of extended opportunities for teachers to receive additional training in culturally responsive practices through events such as the Multicultural Symposium, Adelante! Conference, Impact Tucson, and other professional development offered in the summer.

As part of the District's efforts to provide the highest quality professional development opportunities possible, CRPI holds its Annual Summer Institute for Culturally Responsive Education, with hundreds of attendees and nationally renowned presenters. The 2018 conference highlighted the work of Drs. Jeff Duncan-Andrade, Shawn Ginwrite, Manuel Luis Espinoza, Julia Aguirre, Thandeka Chapman, and Geneva Gay. The 2019 conference included several keynote presenters, including Drs. Bryan Brayboy, Keffrelyn Brown, and Miguez Zavala, all of whom are experts in culturally relevant curriculum, the theme of this year's conference.

Additionally, a number of District staff attend and present annually at the American Educational Research Association Annual Conference. This experience affords staff members the opportunity to learn about cutting-edge research in the field of culturally responsive education and allows them to share the work implemented in the District.

10. Exploring the possibility of writing curriculum or importing elements of the CRC and/or Multicultural Curriculum into IB, honors, and/or advanced courses⁹¹

The CRPI and ALE departments collaborated to explore implementing a culturally relevant AAC track in high schools, including the possibility of writing curriculum or importing elements of the culturally relevant courses (CRC) and/or Multicultural Curriculum into IB, honors, and/or advanced courses. Because some

⁹¹ This strategy is discussed in the ALE Plan, p. 28.

of the key high school ALEs are governed in part by outside organizations, including the College Board for AP courses and the International Baccalaureate for IB courses, the process for implementing culturally relevant curriculum can be somewhat extensive.

Beginning in SY18-19, the District provided several new CRC honors courses, including History 105, Introduction to Chicano Studies, at the high school level (Santa Rita), and CRC Honors Language Arts and CRC Honors Social Studies at the seventh and eighth grade levels (Dietz, Drachman, and McCorkle). The District is expanding these course offerings in SY19-20 to various other sites, including Dodge, Gridley, Roberts-Naylor, and Ochoa.

Additionally, as described in more detail above, the District worked closely with the College Board and the CRPI department to create the first-of-its-kind course, AP English Language and Composition: CRC African American and Mexican American Perspective. Once the District determines the successfulness of its efforts to implement this innovative course, Tucson Unified likely will pursue similar innovative opportunities to implement culturally relevant curriculum into other ALEs.

11. Identifying engagement and support strategies aimed at increasing AP participation at Cholla, Rincon, Palo Verde, Pueblo, and Tucson high schools⁹²

As described above, the District utilizes various engagement and support strategies designed to increase AP participation, including at Cholla, Rincon, Palo Verde, Pueblo, and Tucson high schools. The strategies used at each school depend on various factors. Some of these schools implemented a school-wide AVID program, increasing the number of AVID Elective sections and embedding AVID strategies at each grade level and in all contact areas. The increased sections and use of AVID strategies help develop students' skills and prepare more students to take advanced academic courses. Some schools added a seven-period day, which allows teachers to meet in professional learning communities and allows for the scheduling of more intervention classes.

Other schools increased family communication and engagement, including helping parents and students make the connection between rigorous coursework and college enrollment. Additionally, some schools incorporated an advisory/intervention period into their master schedule, allowing AP students more

⁹² This directive is discussed in ECF 2123, p. 95.

access to their AP teacher during the school day for help with concept attainment and homework. Schools also added counseling staff to help with AP student recruitment and retention by discussing the importance of the classes and providing support.

Further, during the summer, the District invites students new to AP classes to attend an AP Summer Boot Camp to acclimate them to the rigors of AP courses while providing them with skill support—preparation for when their courses start. Attending students work with AP teachers to practice critical reading, writing, and study skills that will help them succeed in AP classes. In all, students attend across four sites, including Rincon, Sabino, Sahuaro, and Tucson high schools.

12. Determining whether the most effective tutoring programs are teacher-based like the IB and UHS programs⁹³

The District now requires all tutors in the District's formal tutoring programs to be certified teachers, making the District's tutoring programs teacher-based.

13. Determining whether the District's pre-AP program is an effective pipeline as compared with self-contained GATE programs for future AP participation; Determining whether tutoring would improve the effectiveness of this pipeline⁹⁴

Both the pre-AP program and the self-contained GATE program help prepare students for future participation in AP and other advanced courses by providing a rigorous curriculum.

The District provides tutoring to improve learning and achievement, including in ways that help prepare students for future participation in advanced courses. As noted above, the District now requires all tutors to be certified teachers, and it continues to build its tutoring programs to support students in all ALEs, including in preparation for and during AP courses.

14. Demonstrating there is no practicable means to address budgetary issues associated with transporting qualified students to self-contained GATE programs⁹⁵

⁹³ This directive was given in ECF 2123, p. 97.

⁹⁴ These directives were given in ECF 2123, p. 97.

⁹⁵ This directive was given in ECF 2123, page 66.

Budgetary issues do not constrain the District's strategy of transporting qualified students to self-contained GATE programs. The District provides the necessary transportation to each student who has qualified for self-contained GATE and wants to attend at another Tucson Unified school.

VI. Conclusion

As detailed throughout this report, the District has considered, implemented, continued, discontinued, altered, and/or rejected several strategies aimed at increasing access to, enrollment in, and support for students enrolled in ALEs. Many of these strategies have contributed to the District's successful expansion and improvement of its ALE program, and particularly to improving access, enrollment, and support for the District's African American and Hispanic students. The District continues to utilize these successful strategies and has included them in the ALE Policy Manual. The District also continues to report on the effectiveness of these strategies in its annual reports. The District's good faith compliance and elimination of vestiges of *de jure* discrimination in ALEs entitle the District to a determination of unitary status in this area.