

Status Report
for
Advanced Learning Experiences
September, 2020
(with revisions to comply with orders through ECF 2588)

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I. Introduction

In the Court's September 6, 2018 Order granting partial unitary status to the Tucson Unified School District (the "District" or "Tucson Unified") [ECF 2123], the Court ordered the District to amend its ALE Policy Manual to include information specified by the Court. The District complied by preparing and filing the Revised ALE Policy Manual, the ALE Progress Report, and the operating plan for the District's ALE Department. [ECF 2267 and attachments.] Following the District's filing of the Revised ALE Policy Manual and related documents, the Court entered a series of orders, directing the District to include additional information in the ALE Policy Manual and to prepare an ALE status report.

As detailed throughout the filings submitted in compliance with the Court's directives in this area, the District has been very successful in growing its ALE program, particularly with African American and Hispanic students, over the life of the USP. This report includes updated information showing the continued effectiveness of ALE strategies outlined in the ALE Access and Recruitment Plan, ALE Supplement, the ALE Policy Manual, and Court orders, as they relate to ALEs. Additionally, the District has prepared updated individual school matrices that address these factors at each District school. This information evidences the District's compliance with the USP and related orders in providing equitable access to, and support for, ALE programs and courses.

The District respectfully submits that it is entitled to a declaration of unitary status with respect to its ALE programs and courses. As shown below, 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.

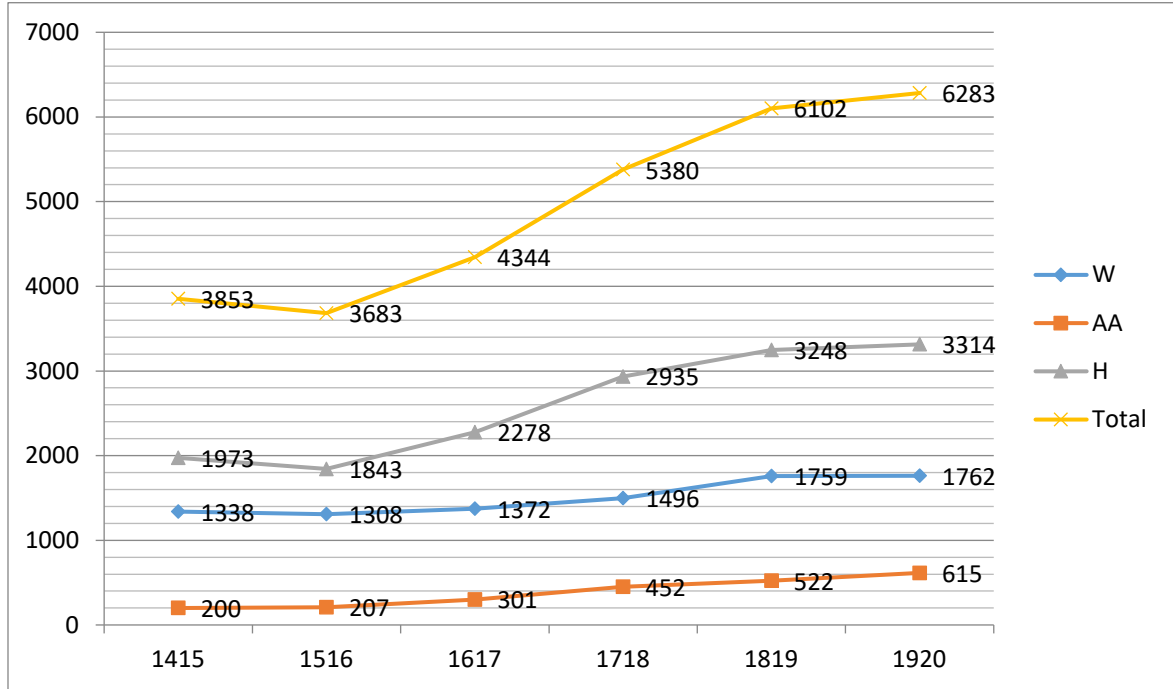
In addition to the access and participation information below, the District submits herewith as Exhibit 1 the District's ALE Supplementary Goals, as Exhibit 2 data identifying the ALEs at each high school, as Exhibit 3 data identifying AAC CRC courses at schools with middle grades, and as Exhibit 4 updated school-by-school matrices that detail ALE participation and completion at each school.¹

¹ The District revised this Status Report in compliance with Court Order 2561, including preparing a Full-Time GATE Appendix and An AAC-AP Alignment Status Report. The District did not otherwise revise this Status Report, and is not re-filing the Exhibits to the Status Report as previously filed.

II. Gifted and Talented Education (GATE)

As shown below, both African American and Hispanic participation in GATE programs has increased significantly over the past five years due to the District's extensive efforts and innovative strategies and plans. The total number of students receiving GATE services in SY2019-20 increased to 6,283, with participation by African American and Hispanic students continuing their steady increase.

Total Number of Students Receiving GATE Services



a. Expansion of GATE Programs and Services

The District expanded its programs and services in SY2019-20 as shown below.

i. GATE Cluster Programs Expansion

As shown in the table below, the District offered the cluster program at fourteen elementary and K-8 schools. More than 2,000 students received GATE instruction in cluster classrooms, including 1,069 Hispanic and 222 African American students.

Students in GATE Cluster Classrooms SY2019-20

School Name	W	AA	Hisp	NA	API	MR	Total
Blenman Elementary	27	31	56	3	6	8	131
Cavett Elementary	6	14	70	0	0	1	91
Drachman K-8	44	11	100	5	1	8	169
Dunham Elementary	50	14	37	0	4	7	112
Fruchthendler	206	25	115	3	16	16	381
Grijalva Elementary	10	2	93	7	0	4	116
Howell Elementary	38	17	48	5	3	5	116
Maldonado Elementary	14	6	69	11	2	1	103
Myers/Ganoung	21	26	43	3	2	3	98
Rose K-8	7	0	121	1	0	3	132
Sewell Elementary	34	16	68	2	2	7	129
Steele Elementary	44	27	48	2	2	6	129
Wright Elementary	39	26	55	3	11	8	142
Robins K-8 ²	37	7	146	2	2	4	198
Total	577	222	1,069	47	51	81	2,047

ii. Wheeler and Roberts-Naylor Self-Contained Expansion

Both Roberts-Naylor and Wheeler extended their GATE self-contained programs to include 5th grade. Both sites now offer self-contained services at all grade levels. Self-contained enrollment at Wheeler grew to 102 students, while enrollment at Roberts-Naylor increased to 83 students in SY2019-20.

Open-Access GATE Magnet and Middle School Programs

i. Tully Elementary Open-Access GATE

The District continued to provide open-access GATE services to all K-5 students at Tully Elementary Magnet School. As a GATE school, Tully uses gifted instruction and pedagogy in all classrooms. It has an open feeder pattern, which means that students can attend the school from any neighborhood in the District provided there is space. As an open-access GATE school, students do not need to qualify to attend the school and can be registered through open enrollment if they live outside the attendance boundary.

² Robins K-8 organized its cluster program after the 40th day of school. Robins data are presented here to show that the total number of students in cluster classrooms for SY2019-20 was 2,047. The Robins cluster program students were not included in any 40th day ALE counts.

ii. Roberts-Naylor GATE Middle School Open-Access Expansion

In SY2019-20, Roberts-Naylor expanded its open-access program to add GATE classes in core subjects, including a GATE social studies for 6th graders and GATE science and CRC GATE language arts for 7th and 8th graders. These classes are open to 293 6th-8th students.

Participation in Traditional GATE Services

Although participation in traditional GATE services will fluctuate due to additions of GATE services designed to expand overall access,³ the overall number of students receiving GATE services increased in SY 2019-20. Significantly, the number of African American students in self-contained GATE rose from 86 students in SY2018-19 to 101 students in SY2019-20—a 17 percent increase.

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
Self-contained	1920	457	101	603	1,272
Pullout	1617	493	86	832	1,559
Pullout	1718	438	81	793	1,463
Pullout	1819	461	70	729	1,409
Pullout	1920	446	66	677	1,318
Resource	1617	330	91	660	1,175
Resource	1718	313	86	625	1,110
Resource	1819	399	118	807	1,443

³ For example, the decline in GATE pull-out was partially due to the school-wide model at Fruchthendler, which lowered the pull-out count by approximately 100 students. These students were still served by a GATE itinerant teacher but through push-in classes to the whole school. Declines in self-contained programs at others schools are the result of students choosing to attend cluster GATE classes at their own schools instead of traveling to another school for traditional self-contained GATE courses.

Resource	1920	368	124	858	1499
Cluster	1617	82	22	76	190
Cluster	1718	224	155	772	1,259
Cluster	1819	371	200	907	1,636
Cluster	1920	540	215	923	1,849
Open access	1617	23	54	227	336
Open access	1718	28	53	212	324
Open access	1819	34	40	189	291
Open access	1920	73	120	296	537
Pre-kinder	1617	0	0	0	0
Pre-kinder	1718	0	0	0	0
Pre-kinder	1819	14	9	32	60
Pre-kinder	1920	26	7	44	84
ALL	1617	1,391	304	2,330	4,420
ALL	1718	1,496	452	2,935	5,380
ALL	1819	1,760	523	3,249	6,102
ALL	1920	1,762	615	3,314	6,283

Over the life of the USP, access to GATE programs has grown significantly. Every elementary school has a GATE program, and many schools have multiple GATE services. In addition to the whole-grade testing and open-access and cluster classes noted above, several other strategies have contributed to this extensive expansion.

2019-20 Elementary School GATE Offerings

School	PO GATE	SC GATE	Cluster GATE⁴
Banks	✓		
Blenman	✓		✓
Bloom	✓		
Bonillas	✓		
Borton	✓		
Carillo	✓		
Cavett	✓		✓

⁴ The District also has three K-8 schools with Cluster GATE programs (Drachman, Robins and Rose). The District also has three K-8 schools with Self-Contained GATE programs (Doolen, Pistor, and Vail).

School	PO GATE	SC GATE	Cluster GATE ⁴
Collier	✓		
Cragin	✓		
Davidson	✓		
Davis	✓		
Dunham	✓		✓
Erickson	✓		
Ford	✓		
Fruchthendler	✓		✓
Gale	✓		
Grijalva	✓		✓
Henry	✓		
Holladay	✓		
Howell	✓		✓
Hudlow	✓		
Hughes	✓		
Johnson	✓		
Kellond	✓	✓	
Lineweaver	✓	✓	
Lynn/Urquides	✓		
Maldonado	✓		✓
Manzo	✓		
Marshall	✓		
Mary Meredith	✓		
Miller	✓		
Mission View	✓		
Myers-Ganoung	✓		✓
Ochoa	✓		
Oyama	✓		
Robison	✓		
Sewell	✓		✓
SolengTom	✓		
Steele	✓		✓
Tolson	✓		
Tully ⁵		✓	
Van Buskirk	✓		
Vesey	✓		
Warren	✓		

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

School	PO GATE	SC GATE	Cluster GATE ⁴
Wheeler	✓	✓	
White	✓	✓	
Whitmore	✓		
Wright	✓		✓

1. 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. In 19-20, the number of students testing decreased due to missed testing opportunities because of COVID and due to a decision to not re-test students enrolled in cluster classrooms that had been tested in the prior grade.

Students Tested for GATE Services 14-15 to 19-20

Grade	Year	White	African American	Hispanic	Native American	Asian / PI	Multi Racial	Total Students Tested
0	14-15	258	79	499	18	18	44	916
	15-16	277	88	567	22	18	35	1,007
	16-17	305	81	710	43	23	44	1,206
	17-18	390	184	991	53	20	60	1,698
	18-19	382	169	906	46	34	62	1,599
	19-20	232	61	377	24	14	40	748
1	14-15	201	83	491	25	10	46	856
	15-16	629	324	2066	140	65	133	3,357
	16-17	572	330	1872	100	57	127	3,058
	17-18	612	299	1847	97	55	115	3,025
	18-19	562	266	1721	124	48	99	2,820
	19-20	580	319	1767	96	58	108	2,928
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
	19-20	101	43	192	12	6	13	367
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
	19-20	69	37	151	11	6	14	288
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
	19-20	77	41	167	3	6	7	301
5	14-15	148	51	424	19	12	29	683
	15-16	588	252	2003	153	49	90	3,135
	16-17	499	307	1935	135	63	112	3,051
	17-18	503	273	2029	135	56	99	3,095
	18-19	486	328	1971	123	54	88	3,050
	19-20	464	285	1820	122	61	116	2,868
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
	19-20	27	21	76	8	4	9	145
Total	14-15	1171	435	3045	129	101	212	5,093
	15-16	2060	917	6343	389	183	367	10,259
	16-17	1803	897	5534	318	173	336	9,061
	17-18	2023	1026	6558	360	195	361	10,523
	18-19	1968	1050	6185	381	194	358	10,136
	19-20	1550	807	4550	276	155	307	7,645⁶

With the decrease in the number of students tested, there was also a decrease in the number of students who qualified for GATE services. Despite this overall decrease, however, the number of African American students who qualified for GATE services increased.

⁶ Testing numbers decreased in SY 19-20 both because of COVID-19 and because the District did not continue the additional testing of kindergarten and second grade students in cluster programs because this testing was not yielding any additional GATE qualifiers.

Self-Contained Students and their Placement Status SY 2019-20

GATE Status	White		African American		Hispanic/Latino		Native American		Asian/ Pacific		Multi Racial		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Qualified for 1920 SC	208		44		266		14		13		27		572	
enrolled in SC	69	33%	15	34%	67	25%	2	14%	4	31%	5	19%	162	28%
enrolled in PO	73	35%	12	27%	111	42%	7	50%	5	38%	9	33%	217	38%
enrolled in R	6	3%	4	9%	16	6%	0	0%	1	8%	1	4%	28	5%
Total GATE	148	71%	31	70%	194	73%	9	64%	10	77%	15	56%	407	71%
not in GATE	16	8%	9	20%	33	12%	1	7%	0	0%	6	22%	65	11%
not in TUSD	44	21%	4	9%	39	15%	4	29%	3	23%	6	22%	100	17%
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 TUSD	49	19%	7	17%	36	13%	1	14%	4	15%	2	11%	99	15%
Qualified for 1718 SC	247		39		260		9		16		37		608	
enrolled in SC	92	37%	15	38%	80	31%	1	11%	4	25%	13	35%	205	34%
enrolled in PO	88	36%	15	38%	113	43%	6	67%	9	56%	17	46%	248	41%
enrolled in R	8	3%	0	0%	11	4%	0	0%	1	6%	1	3%	21	3%
Total GATE	188	76%	30	77%	204	78%	7	78%	14	88%	31	84%	474	78%
not in GATE	20	8%	1	3%	29	11%	1	11%	0	0%	2	5%	53	9%
not in TUSD	41	17%	8	21%	26	10%	1	11%	2	13%	3	8%	81	13%
Qualified for 1617 SC	304		48		359		8		25		41		785	
enrolled in SC	97	32%	14	29%	81	23%	3	38%	5	20%	17	41%	217	28%
enrolled in PO	113	37%	18	38%	169	47%	2	25%	14	56%	13	32%	329	42%
enrolled in R	17	6%	1	2%	31	9%	0	0%	1	4%	0	0%	50	6%
Total GATE	227	75%	33	69%	281	78%	5	63%	20	80%	30	73%	596	76%
not in GATE	29	10%	2	4%	44	12%	2	25%	3	12%	5	12%	85	11%
not in TUSD	48	16%	13	27%	34	9%	1	13%	2	8%	6	15%	104	13%
Qualified for 1516 SC	309		40		380		8		25		47		809	

enrolled in SC	63	20%	7	18%	74	19%	4	1%	3	1%	17	4%	168	21%
enrolled in PO	154	50%	22	55%	188	49%	3	1%	15	4%	21	6%	403	50%
enrolled in R	27	9%	2	5%	22	6%	1	0%	0	0%	0	0%	52	6%
Total GATE	244	79%	31	78%	284	75%	8	100%	18	72%	38	81%	623	77%
not in GATE	31	10%	2	5%	46	12%	0	0%	6	24%	3	6%	88	11%
not in TUSD	34	11%	7	18%	50	13%	0	0%	1	4%	6	13%	98	12%
Qualified for 1415 SC	314		51		419		11		25		47		867	
enrolled in SC	75	24%	8	16%	62	15%	2	18%	2	8%	8	17%	157	18%
enrolled in PO	143	46%	17	33%	196	47%	4	36%	14	56%	22	47%	396	46%
enrolled in R	14	4%	1	2%	44	11%	1	9%	1	4%	2	4%	63	7%
Total GATE	232	74%	26	51%	302	72%	7	64%	17	68%	32	68%	616	71%
not in GATE	23	7%	12	24%	76	18%	4	36%	3	12%	9	19%	127	15%
not in TUSD	59	19%	13	25%	41	10%	0	0%	5	20%	6	13%	124	14%

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.

As shown below, participation in the District’s GATE dual language program at Hollinger continues to grow. As explained in the District’s Transportation Plan, the District provides free transportation to all TWDL GATE students who live outside the walk zone. Because the District’s TWDL GATE program has the best likelihood for growth within the current program at Hollinger, and because of the geographic size of the District, a small number of students will have transportation times that exceed 30 minutes. [ECF 2500-2, p. 6.]

40th-Day Enrollment in GATE Dual Language Program at Hollinger

2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
68	51	74	83	128	157

1. EL students in traditional GATE programs

The District is committed to increasing the number of EL students who receive GATE services. The table below shows the number and percentage of EL students in pullout, self-contained, and resource GATE over the past five years. Overall EL

enrollment in traditional GATE programs continues to grow in large part because of the resource GATE program.

EL Participation in GATE Programs

Gate	Year	W	W%	AA	AA%	Hisp	H%	NA	NA%	API	A%	MR	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
PO GATE	19-20	0	0%	1	4%	21	88%	0	0%	2	8%	0	0%	24
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
SC GATE	19-20	0	0%	0	0%	16	100%	0	0%	0	0%	0	0%	16
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
R GATE	19-20	2	4%	11	19%	43	75%	1	2%	0	0	0	0	57

III. Advanced Academic Courses (AACs)

The District has improved access to and participation in its AACs as discussed in more detail below.

A. Middle School Level AACs

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.⁷

2019-20 K-8 School ALE Offerings

School	PO GATE	SC GATE	Cluster GATE	Resource GATE	Dual Lang.	Adv.	Honors	MS for HS	CRC ACC
Booth-Fickett	✓			✓		✓	✓	✓	
Borman	✓			✓			✓	✓	✓
Dietz	✓			✓			✓	✓	✓
Drachman	✓		✓	✓		✓		✓	
Hollinger (RC)	✓	✓		✓	✓			✓	
Lawrence 3-8	✓			✓		✓	✓	✓	
McCorkle (RC)	✓						✓	✓	✓
Miles	✓			✓			✓	✓	
Morgan Maxwell (RC)	✓			✓		✓	✓	✓	✓
Pueblo Gardens (RC)	✓			✓		✓	✓	✓	
Roberts-Naylor	✓	✓		✓		✓	✓	✓	
Robins	✓		✓	✓		✓		✓	

⁷ With the exception of the following five schools, all of these courses are offered at the school listed and taught live by an on-site teachers. For Pueblo Gardens K-8, students enrolled in Algebra 1 for high school credit travel 5 minutes to Utterback. For McCorkle K-8, and CE Rose (K-8), students enrolled in Algebra 1 for high school credit travel to Pueblo High School, traveling either 5 minutes (CE Rose) or 10 minutes (McCorkle). For Drachman and Borman, students enrolled in middle school courses for high school credit participate in those courses online from their home school, and do not need to travel.

School	PO GATE	SC GATE	Cluster GATE	Resource GATE	Dual Lang.	Adv.	Honors	MS for HS	CRC ACC
Rose (RC)	✓		✓	✓		✓	✓	✓	✓
Roskruge (RC)	✓			✓		✓	✓	✓	
Safford (RC)	✓			✓		✓	✓	✓	

All middle schools offer GATE services, advanced, honors, and middle school courses for high school credit.

2019-20 Middle School ALE Offerings

School	SC Gate	GATE Resource	Advanced	Honors	MS for HS	CRC AAC
Dodge		✓	✓	✓	✓	✓
Doolen	✓	✓	✓	✓	✓	
Gridley		✓	✓	✓	✓	
Magee		✓	✓	✓	✓	
Mansfeld		✓	✓	✓	✓	
Pistor (RC)	✓	✓	✓	✓	✓	
Secrist		✓	✓	✓	✓	
Utterback (RC)		✓	✓	✓	✓	
Vail	✓	✓	✓	✓	✓	
Valencia (RC)		✓	✓	✓	✓	✓

1. Honors

Participation in honors classes is equitable across the District's middle school grades and has no correlation with race or ethnicity.

**2019-20 6th-8th Grade Honors Participation
40th Day⁸**

School	AA	Hisp	W	Total
Booth-Fickett	22%	29%	26%	26%
Borman K-8	76%	66%	66%	69%
Dietz K-8	35%	33%	33%	35%
Lawrence 3-8	0%	41%	75%	34%
McCorkle	36%	34%	19%	33%
Miles	0%	19%	22%	19%
Morgan Maxwell	43%	29%	30%	33%
Naylor K-8	8%	18%	18%	14%
Pueblo Gardens	11%	15%	14%	15%
Rose K-8	0%	9%	0%	9%
Roskruge	29%	27%	43%	25%
Safford K-8	4%	9%	31%	9%
Dodge	8%	12%	19%	14%
Doolen	13%	18%	20%	17%
Gridley	22%	24%	31%	28%
Magee	8%	12%	19%	14%
Mansfeld	33%	36%	58%	39%
Pistor	15%	19%	22%	19%
Secrist	26%	28%	45%	34%
Utterback	46%	35%	35%	36%
Vail	8%	18%	15%	16%
Valencia	10%	12%	19%	12%

More than 5,600 students enrolled in an honors course in SY19-20, including a significant increase in African American enrollment:

Honors Enrollment by Year and Ethnicity

Class Year	AA		Hisp		Total
1213	284	6.0%	2329	48.8%	4773
1314	308	6.4%	2489	51.9%	4797
1415	340	6.9%	2603	53.0%	4910
1516	351	6.5%	2963	55.1%	5379
1617	347	6.5%	3040	56.8%	5350

⁸ This table shows the percentage of students of each race who enrolled in an honors class as a percentage of that race/ethnicity at each school. For example, 22 percent of African American students at Booth-Fickett enrolled in an honors class.

1718	329	6.3%	2951	56.5%	5226
1819	342	6.4%	3038	56.6%	5365
1920	443	7.9%	3031	54%	5615

2. Advanced

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

2019-20 Advanced Participation 6th-8th Grade – 40th Day

School	AA	H	W	Total
Booth-Fickett Math/Science K-8 Magnet	2%	9%	1%	6%
Dietz K-8	11%	15%	12%	14%
Lawrence 3-8	0%	21%	50%	16%
Morgan Maxwell K-8	36%	19%	25%	22%
Naylor K-8 (with Roberts)	6%	16%	18%	13%
Pueblo Gardens K-8	33%	34%	43%	33%
Robins K-8	30%	12%	23%	16%
Rose K-8	75%	72%	100%	71%
Roskrige Bilingual K-8 Magnet	14%	12%	33%	13%
Safford K-8	4%	13%	15%	11%
Dodge Traditional Magnet Middle	16%	20%	25%	21%
Doolen Middle School	7%	11%	6%	9%
Gridley Middle School	15%	14%	19%	17%
Magee Middle School	5%	9%	15%	11%
Mansfeld Magnet Middle School	16%	16%	30%	19%
Pistor Middle School	10%	10%	8%	9%
Secrist Middle School	12%	23%	31%	25%
Utterback Middle School	21%	24%	15%	23%
Vail Middle School	4%	10%	7%	8%
Valencia Middle School	0%	11%	9%	10%

In SY19-20, more than 1,300 6th-8th grade students enrolled in these courses, with increases in the percentage of African American and Hispanic participants.

Advanced Enrollment by Year and Ethnicity

Type of AAC	Class	African American Enrollment %	Hispanic Enrollment %	AAC Total
Advanced	2012-13	5.8%	56.8%	912
Advanced	2013-14	5.7%	55.8%	933
Advanced	2014-15	8.1%	57.5%	1,309
Advanced	2015-16	5.9%	55.5%	1,207
Advanced	2016-17	7.5%	58.6%	1160
Advanced	2017-18	7.8%	57.7%	1096
Advanced	2018-19	5.8%	61.8%	1381
Advanced	2019-20	6.7%	64.7%	1318

3. Middle School Courses for High School Credit

In SY19-20, 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.

2019-20 6th-8th Grade Participation in at Least One HS Course – 40th Day ⁹

School	African American	Hispanic Latino	White Anglo	Total
Booth-Fickett	6%	6%	12%	7%
Borman K-8	3%	6%	5%	5%
Dietz K-8	3%	3%	7%	5%
Drachman	20%	21%	25%	19%
Hollinger K-8	0%	67%	60%	64%
Lawrence 3-8	0%	17%	0%	16%
Mary Belle McCorkle	7%	25%	4%	22%
Miles	0%	7%	19%	11%

⁹ 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.

Morgan Maxwell K-8	7%	10%	5%	11%
Naylor K-8	11%	13%	13%	13%
Pueblo Gardens K-8	11%	10%	14%	10%
Robins K-8	20%	22%	23%	22%
Rose K-8	0%	27%	0%	27%
Roskruge Bilingual K-8	71%	92%	95%	91%
Safford K-8	14%	13%	15%	13%
Dodge Traditional Magnet Middle	8%	27%	25%	25%
Doolen Middle School	6%	13%	20%	13%
Gridley Middle School	8%	8%	12%	10%
Magee Middle School	8%	13%	15%	14%
Mansfeld	11%	12%	23%	14%
Pistor Middle School	10%	21%	15%	19%
Secrist Middle School	2%	8%	8%	7%
Utterback Middle	8%	9%	5%	8%
Vail Middle School	5%	8%	16%	10%
Valencia Middle School	15%	8%	16%	8%

High School ALEs

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.

2019-20 High School AAC Offerings

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

B. High School 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 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 honors classes shows no direct correlation between a school's racial composition and those who enroll in those classes.

2019-20 Students Enrolled in Honors Classes 9th-12th Grade

School	AA	Hisp	White	Total
Catalina	5%	11%	10%	9%
Cholla	9%	9%	11%	9%
Palo Verde	14%	13%	18%	14%
Pueblo	13%	20%	20%	19%
Rincon	12%	18%	26%	18%
Sabino	18%	22%	19%	20%
Sahuaro	11%	15%	20%	17%
Santa Rita	14%	17%	9%	14%
Tucson	33%	27%	47%	31%
University	91%	85%	85%	84%

C. 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 have AP courses. As shown below, each of the District's high schools has increased the number of AP offerings over the past three years. 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.

AP Courses Offered at Each School 2018-19 and 2020-21

School	Course 2018-19	Courses 2020-21	Change
Catalina	8	11	+3
Cholla	0	1	+1
Palo Verde	15	17	+2
Pueblo	16	19	+3
Rincon/UHS	24	27	+3
Sabino	15	18	+3
Sahuaro	13	14	+1
Tucson	19	23	+4
Santa Rita	0	2	+2

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 2,515 students in SY12-13 to 3,241 students in SY19-20. This includes an increase among African American students from 133 students and 5.3% to 207 students and 6.4% of total AP students. It also includes an increase among Hispanic students from 1,044 students and 41.5% to 1,503 students and 46.4% of total AP students.

Year	White		AA		Hisp		Total
1213	1084	43.1%	133	5.3%	1044	41.5%	2515
1314	1040	40.4%	150	5.8%	1129	43.8%	2576
1415	1204	40.5%	181	6.1%	1307	44.0%	2973
1516	1239	37.8%	211	6.4%	1500	45.8%	3274
1617	1182	37.2%	177	5.6%	1490	46.9%	3176
1718	1189	37.5%	177	5.6%	1463	46.1%	3172
1819	1186	37.0%	185	5.8%	1475	46.0%	3205
1920	1178	36.3%	207	6.4%	1503	46.4%	3241

D. 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

Additionally, as shown below, the District has expanded its dual credit offerings significantly, going from 25 dual credit courses in 2018-19 to 45 dual credit courses in 2020-21.

School	Number of Courses		
	2018-19	2020-21	Change
Catalina	8	11	+3
Cholla	0	1	+1
Palo Verde	15	17	+2
Pueblo	16	19	+3
Rincon/UHS	24	27	+3
Sabino	15	18	+3
Sahuaro	13	14	+1
Tucson	19	23	+4
Santa Rita	0	2	+2

2. Participation

In SY19-20, more than 600 students enrolled in dual courses, with a 300% percent increase in African American enrollment since SY17-18. The tables below show equitable participation in dual credit courses in the District’s high schools.

**2019-20 Percentage of 11th and 12th Grade Students
Participating in Dual Credit**

School	AA	Hisp	White	Total
Catalina	6%	15%	10%	12%
Cholla	5%	2%	0%	2%
Palo Verde	2%	9%	13%	8%
Pueblo High	0%	8%	14%	8%
Rincon	19%	19%	11%	17%
Sahuaro	7%	5%	9%	7%
Santa Rita	34%	27%	38%	32%
Tucson	7%	6%	11%	7%
University	40%	13%	11%	13%

E. 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 SY19-20, 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 SY19-20, 589 students enrolled in IB classes at Cholla. 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 117 students in the class of 2020, though it slightly decreased from the class of 2018.

IB Diploma and Certificate Students by Ethnicity – Cholla Administrative Data

Ethnicity	Class of 2017		Class of 2018		Class of 2019		Class of 2020	
	Diploma (21)	Certificate (63)	Diploma (18)	Certificate (107)	Diploma (18)	Certificate (86)	Diploma (15)	Certificate (102)
African American	2 (9%)	-	4 (22%)	9 (8%)	2 (11%)	2 (2%)	-	5 (5%)
Hispanic	13 (62%)	54 (86%)	10 (56%)	90 (84%)	11 (61%)	76 (88%)	13 (86%)	76 (74%)
White	2 (9%)		2 (11%)	4 (4%)	5 (27%)	5 (5%)	-	6 (6%)

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	30%	31%	34%	23%	11%	57%	33%

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.

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

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.¹⁰ As

¹⁰ 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

shown below, the total number of African American students and the total number of Hispanic students enrolled at UHS increased steadily over the past seven years, with more African American students enrolled at UHS than ever before, and Hispanic students being just 1 student short of its highest enrollment ever.

Class Year	White		AA		Hisp		Total
1213	472	50.5%	27	2.9%	287	30.7%	935
1314	500	49.6%	28	2.8%	324	32.1%	1009
1415	522	50.3%	37	3.6%	331	31.9%	1038
1516	507	48.0%	35	3.3%	351	33.2%	1056
1617	504	46.0%	37	3.4%	394	35.9%	1096
1718	520	46.4%	35	3.1%	388	34.6%	1121
1819	487	44.4%	34	3.1%	378	34.5%	1097
1920	519	45.1%	47	4.1%	393	34.1%	1152

V. Additional ALE Information

A. English Learners (EL) in ALEs

The District strives to increase enrollment of EL students in ALEs and has seen great success. As shown below, EL participation in advanced, honors, and AP classes has increased over the last six years.

ELL Growth in Advanced, Honors, and AP Enrollment

Type of ALE	Class Year	ELL #	Total in ALE	ELL %
Advanced	12-13	4	912	0.44%
Advanced	19-20	53	1405	3.77%
Honors	12-13	10	4,783	0.21%
Honors	19-20	90	5,705	1.58%
AP	12-13	6	2,521	0.24%
AP	19-20	32	3,273	0.98%

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.

B. AVID

While AVID is not an ALE program, it is an important 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.

From SY17-18 to 20-21, AVID sites in the District increased from 12 to 15.

School	AVID Elective	AVID school-wide
Booth-Fickett (K8)	X	X
Catalina High School	X	X
Cholla High School	X	X
Doolen Middle School	X	X
Magee Middle School	X	
Palo Verde High School	X	X
Pistor Middle School	X	X
Pueblo High School	X	X
Rincon High School	X	
Sahuaro High School	X	
Secrist Middle School	X	
Tucson High School	X	
Utterback Middle School	X	X
Valencia Middle School	X	X
Wright Elementary School		X

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 2,670 in SY19-20. In that time, Hispanic students made up most of the students enrolled in AVID and, for the first time, African American students made up a higher number and percentage of AVID students than White students.

Year	White		African American		Hispanic		100-day Total
	N	%	N	%	N	%	N
14-15	98	13.7%	69	9.7%	492	68.9%	714
15-16	145	13.2%	120	10.9%	728	66.4%	1,096
16-17	150	11.4%	119	9.0%	942	71.4%	1,320
17-18	178	12.1%	176	11.9%	985	66.8%	1,475
18-19	377	15.7%	350	14.6%	1,430	59.5%	2,405
19-20	363	13.6%	393	14.7%	1,643	61.5%	2,670

VI. Summary

As detailed throughout this report, the District has successfully expanded and improved its ALE program. The District has had particular success in increasing access to and participation of African American and Hispanic students. As discussed below in the District's ALE Expansion Plan, the District continues to strive to increase and improve access to and participation in its various ALE offerings.

ALE Expansion Plans and Timelines

Each year, the District and its schools work together to assess and improve ALE programs across the District. The ALE Department gathers data, meets with stakeholders, and evaluates the effectiveness of implemented strategies on integration and growth of ALE programs. The ALE Department then collaborates with school sites, other District departments, and other stakeholders to make any necessary changes for the upcoming year based on data and information from the prior year.

Because many of the factors the District must analyze to consider future growth change on a regular basis, the District conducts a yearly review and analysis of program implementation, availability, and opportunity, as discussed in the ALE Policy Manual and ALE operation plan. As a part of this yearly process, the District considers whether financial and other resources may support levels of growth for any particular ALE. Planning for these classes and programs also requires the District to consider the availability of qualified teachers at the time the ALE would be offered. While the District constantly works to increase the number of qualified teachers, it cannot accurately predict the exact number of teachers at each school each year.

The specific number and type of ALEs at a specific school is based on a number of factors that are evaluated each year, including student demand, teacher qualification and availability, related costs, curriculum mapping, and availability of other ALEs that may conflict with or complement a specific ALE, among other factors.

As explained in the Revised ALE Policy Manual and operation plan, each year the ALE Director reviews course offerings at each school to look for ways to expand AACs, compiles a comprehensive list of AACs offered by each school and, together with school administration at each campus, reviews the list for accuracy and develops a campus-based plan for adding AACs, as appropriate. The ALE Director and Desegregation Research Project Manager annually review the enrollment trends in all AACs and share this information with school administrators with a specific focus on the number of course offerings, student enrollment patterns, and integration of the courses. Based on school data, student interest, and teacher availability, schools include AACs in their respective master schedules. The ALE Director then works with the appropriate departments to provide support for those courses, certification for the teachers, and training and licensing from outside organizations like the College Board or local colleges.

Below, the District describes its plans to expand each ALE into the future.

2020-2021 GATE Expansion Plan

The District's Gifted and Talented Education program is the primary advanced learning experience for students at the elementary school level. The District's GATE program has steadily and significantly expanded over the last several years, from serving 3,853 students in SY2015-16, to 6,283 in SY2019-20. The District's program provides GATE services to a far greater proportion of its elementary level students than required by the state: A.R.S. § 15-779.02 requires schools to provide services to pupils who score at or above the 97th percentile. The District considers any student who scores at or above the 87th percentile as qualified for GATE services. In addition, the District's heavy and growing emphasis on cluster GATE means that the District is providing GATE services to an even larger group who do not formally qualify for GATE services, including many children of color. The District has more certified GATE teachers, both on an absolute and per capita basis, than any other school district in the state. Indeed, the District is not aware of any other school district which has a program that provides GATE services to as high a percentage of its overall student population as does the District. Expansion of this District program must be evaluated in light of its already first-in-class status.

1. Pull-out Gate. Every school serving elementary level students provides GATE pullout services to every qualified student who for one reason or another has chosen not to enroll in a self-contained or cluster GATE program. No further expansion in this element of the GATE program is possible. Indeed, as the District expands its cluster GATE sites, the number of students electing pull-out services is likely to drop.

2. Cluster GATE. The District's principal focus for any expansion is on cluster GATE sites, which allow the District to provide GATE services to the broadest number of students, since each GATE classroom in a school includes not only GATE-qualified students, but enough other non-qualified students to fill out the classroom. Opening a GATE cluster program at a school provides significant advantages for GATE qualified students at the school, as it means neighborhood students no longer need to travel to a different school with a self-contained program, in order to attend a full time GATE classroom. It has advantages for non-qualified students who are able to fill out the GATE classroom, and get the benefit of a full time GATE classroom that they would not otherwise receive. The District's focus on the cluster GATE model is

consistent with the trend in public schools across the country, many of whom are closing or converting self-contained GATE sites to the cluster model.

Currently, fourteen schools have cluster GATE services. As the District considers expansion, it has found that it is more effective at times to expand GATE services within one or more schools that already have GATE programs than it would be to create a new GATE program in a school. For example, in SY 20-21, the District expanded the Cluster programs at Wright and Myers to include ELD classrooms, which increased the numbers and percentages of African American and EL students in GATE programs. Similarly, the District added 51 EL students for GATE pull-out services in SY 20-21. In each of these expansions, there have been no issues related to transportation. Indeed, as the District focuses on expanding GATE services with a focus on cluster and EL classes, there is no need to utilize transportation, but instead the need for transportation is reduced or eliminated.

For SY2020-21 and SY2021-22, the District's focus is on expanding opportunities within the 14 Cluster programs currently in place, including working to place students in a manner most likely to provide equitable representation. The District anticipates being able to continue its Cluster GATE expansion into one additional school in SY22-23, either by creating a new Cluster GATE program (likely Erickson) or by converting one of the District's current Self-Contained programs that has too few students to work effectively as a self-contained program. The District anticipates adding a new Cluster GATE program every two-to-three years, depending, of course, on budgeting, enrollment, participation, staff availability, and successful implementation at other schools.

3. Self-Contained Gate. Nine schools currently have self-contained GATE classrooms, which contain only GATE-qualified students. The District does not currently intend to expand the number of Self-Contained GATE schools, as the District believes that current coverage is adequate for the time being, and that as cluster GATE sites are opened, the number of GATE qualified students who need to travel to attend a self-contained classroom will drop, as the GATE-qualified students at the new cluster site now have a full time GATE classroom at their neighborhood school. The number of students who qualify for GATE is reasonably constant, since it is largely based on cut scores set based on percentiles, and varies primarily with enrollment.

2020-2021 Culturally Relevant Advanced Course Expansion Plan

Beginning in SY2018-19, the District provided several new CR honors courses, including CR Honors Language Arts courses and CR Honors Social Studies courses at the seventh and eighth grade levels. The District has also expanded the number of schools offering these courses. The current schools offering culturally relevant advanced courses at the seventh and/or eighth grade level include Borman, Dietz, Drachman, McCorkle, Roberts-Naylor, Dodge and Valencia.

As a result of the shift to online learning necessitated by state and county authorities' response to the COVID-19 pandemic, the very late point (relative to scheduled start of instruction) at which the state education authorities provided information and guidance as to school opening and the manner of instruction, the need to redesign and redeploy resources for full online instruction for an as yet undefined period this year, and the resulting decline in student enrollment at the start of this year, the District has had to recognize that expansion of culturally relevant advanced academic courses is simply not feasible in SY2020-21.

Nevertheless, the District intends to resume expansion of the program in SY2021-22, and thereafter, with a goal of offering a culturally relevant advanced course at every school in the District within ten years: there are currently an additional 18 schools with students at the 7th and 8th grade levels that do not yet have a culturally relevant advanced courses. The District plans to add a culturally relevant academic courses at an average rate of two schools per year.

The choice of schools will be guided by the integration status of the school, focusing first on racially concentrated schools, and schools with a relatively high level of African American students. The choice of schools will also depend on ability of the school and its teaching staff to add the complexity and responsibility to teach the classes with fidelity, the academic performance of the school, the size of the school, and of course the school's assessment of the interest of the student body. Currently, the District is focusing on Hollinger and Utterback as the next schools in line for culturally relevant advanced courses at the 7th or 8th grade level.

2020-2021 Dual Credit Expansion Plan

In considering issues relating to the extent of the dual credit offerings in the District, the District considers the following key factors:

- Arizona law restricts Dual Credit enrollment to juniors and seniors (A.R.S. § 1821.01 requires that students who enroll for college credit “shall be high school juniors or seniors”);
- Dual Credit courses must be taught at a level higher than HS which means students may have to meet pre-requisites (math, science and English);
- Dual Credit courses must count towards a degree;
- Dual Credit courses should match focus areas for each site; and
- Student Interest.

Based on this, and discussions with both the University of Arizona and Pima Community College (the accrediting institutions for the District’s dual credit courses), the District has formulated the following goals:

- Schools with a Dual Credit focus should offer enough courses for students to graduate from high school with one year worth of college credits (24-32 credits);¹¹
- Schools without a Dual Credit focus should offer enough courses for students to graduate high school with one semester worth of college credits (12-16 credits);
- Schools with specialty focuses other than Dual Credit should offer two Dual Credit courses.¹²

Accordingly, this leads to a target for each school as set out in the chart below.

¹¹ One year of college credits can be used to meet the AGEC requirements for Pima Community College. AGEC “courses meet freshman/sophomore general education requirements for UA, NAU, ASU and many other institutions, as well as the general education requirements for Pima’s transfer degrees.” More details can be found at: <https://pima.edu/academics-programs/degrees-certificates/other-programs/agec/index.html>.

¹² The District has not been able to find any rigorous methodology in educational literature or best practices which identifies, or even provides a methodology, for selecting an “optimal” or “target” number of dual credit courses at each high school. In response to the Court’s order to create such a target, the District has selected this target, but acknowledges it is arbitrary, and without research support.

The District has significantly increased the number of Dual Credit courses offered at District high schools from 25 courses in SY 18-19, to 46 in SY SY2020-21. The current offerings in SY2020-21 are set out below.

School	Target Number of Dual Credit Course Offerings	Current Number of Dual Credit Course Offerings (SY2020-21)	Needed to Reach Target
Catalina	5	2	3
Cholla	2	3	0
Palo Verde	5	7	0
Pueblo	10	8	2
Rincon/UHS ¹³	5	8	0
Sabino	5	1	4
Sahuaro	5	1	4
Santa Rita	10	11	0
Tucson	5	5	0
Total	52	46	13

As a result of the shift to online learning necessitated by state and county authorities' response to the COVID-19 pandemic, the very late point (relative to scheduled start of instruction) at which the state education authorities provided information and guidance as to school opening and the manner of instruction, the need to redesign and redeploy resources for full online instruction for an as yet undefined period this year, and the resulting decline in student enrollment at the start of this year, the District has had to recognize that faster expansion of dual credit course program was simply not feasible in SY2020-21.

The District intends to continue expansion of the program in SY2021-22, and thereafter, to reach the target number of dual credit courses at each school within the next five to six years. To reach the target, the District will plan to add an average of two to three additional dual credit courses each year.

The District will focus first on the schools that are farthest from their target numbers, which for SY2021-22 means Catalina, Sabino and Sahuaro.

¹³ Like AP courses, dual-credit courses offered at either Rincon or UHS are available to students enrolled in either school (the schools share a campus).

2020-2021 Advanced Placement Expansion Plan

A. Current Status and Recent Growth

The District has significantly increased the number of AP courses offered at each high school from SY2018-19 to SY2020-21. Table 1 below shows the comparison and net change over the last three years. Because of this increase, the District has a wide variety and broad availability of AP courses, Even Cholla, with its successful IB Program, has added an AP class, and Santa Rita, with its successful focus on dual credit, provides students will multiple opportunities to take AP courses.

Table 1: AP Courses Offered at Each School 2018-19 and 2020-21

School	Number of Courses		
	2018-19	2020-21	Change
Catalina	8	11	+3
Cholla	0	1	+1
Palo Verde	15	17	+2
Pueblo	16	19	+3
Rincon/UHS	24	27	+3
Sabino	15	18	+3
Sahuaro	13	14	+1
Tucson	19	23	+4
Santa Rita	0	2	+2

B. Expansion

The District is not aware of any formal research or best practices that provide a methodology for a “target” or “optimal” number of AP courses at a high school, or that identify the key determinants or variables that would go into such a school-specific analysis. Indeed, such research as exists suggests that the number at which returns diminish is quite low:

“According to College Board and Princeton researchers looking at more than 400,000 entrants to about 100 colleges, the greatest gain comes not from taking 10 APs, but just one or two. The biggest boosts in

first-year college grades and on-time graduation, they said, "are associated with students increasing their AP participation from zero to one AP exam and from one to two AP exams."¹⁴

In another study, "High AP" schools are defined as "offering at least one AP mathematics exam, at least one AP science exam, and at least one AP English exam."¹⁵ Indeed, the only source of any ability to assess the number of AP courses that might serve as a target is the College Board itself, the proprietor, licensor and administrator of AP courses and tests. The College Board asserts that there is "a long line of research showing that PSAT/NMSQT scores, and by extension SAT scores, predict performance on specific AP Exams – often with more accuracy than other traditionally used methods."¹⁶ Based on this, the College Board has developed and markets to schools a report named the AP Potential Report, which uses PSAT/NMSQT scores from each high school to identify potential AP students and the AP courses in which they are predicted to be successful.

Of course, it only identifies the numbers of students who might be *successful* in particular AP courses, not necessarily how many are *interested* in them. Moreover, the predictions for success for some students may be correlated with more AP courses than any one student might realistically take, so this approach probably tends to *over count* the number of courses that would actually have enough enrollment to teach. It also may *over count* because it identifies probable success in multiple courses in the same area (e.g, each of the four different available Physics courses are separately counted for probable success, but students are likely only to take one of the courses). It may also *undercount* because the measure of "success" may not identify all students who would benefit from taking the AP class, and because the AP Potential does not

¹⁴ Beard, Jonathan J.; Hsu, Julian; Ewing, Maureen; Godfrey, Kelly E., *Studying the Relationships between the Number of APs, AP Performance, and College Outcomes, Educational Measurement: Issues and Practice*, Vol. 38, No. 4, pp. 42-54 Winter 2019), <https://onlinelibrary.wiley.com/doi/abs/10.1111/emip.12295>, last visited August 31, 2020.

¹⁵ Handwerk, Tognatta, Coley and Gitomer, *Access to Success: Patterns of Advanced Placement Participation in U.S. High Schools*, ETC Policy Information Report, <https://www.ets.org/Media/Research/pdf/PIC-ACCESS.pdf>, last visited September 6, 2020

¹⁶ <https://apcentral.collegeboard.org/about-ap-20-21/start-grow-ap/grow-ap/ap-potential>, last visited September 6, 2020.

include any assessment of probability of success in courses in languages other than English (e.g., Spanish, French, German).

But it is the only approach to developing a target that the District could identify, and produces high enough numbers for all but two high schools (each of which is a special case) to be considered “High AP” schools as noted above. Using this AP Potential Report, the District’s Director of ALE programs identified each AP course that had sufficient numbers of students who were predicted to be successful in that course at each high school to have a possibility of forming a class. The results are set out in Table 2 below. Based on the AP Potential Report, the District already has more than the recommended AP courses at most of its high schools.

Table 2: Current vs. Target Number of AP Courses

High School	Current AP Course Offerings (SY2019-20)	Target AP Course Offerings
Catalina	11	7
Cholla	1	3 (see note below)
Palo Verde	16	10
Pueblo	18	11
Rincon/University	26	23
Sabino	18	23
Sahuaro	14	18
Santa Rita	2	1
Tucson	22	23

Cholla, Sabino, Sahuaro, and Tucson High have fewer than the target number of AP courses identified using the AP Potential Report.

The District’s ALE Director believes that the target number of ALE course identified for Sabino is too high, because of the over counting issues discussed above.¹⁷ Moreover, each of these schools has grown its AP program over the last three years.

¹⁷ For example, the AP Potential Report recommends three types of AP Physics course offerings at Sabino, when in reality Sabino students would likely take one of those three AP Physics courses in a given year. Adding courses just to reach the recommended number would not result in any students taking additional AP courses.

For Cholla, the AP Potential report identified 15 different AP courses for which there were sufficient numbers of students who were predicted to be successful in the course to form a class. Of those 15 courses, 12 were roughly equivalent to IB Programme courses currently offered at Cholla. Three were not (AP Computer Science, AP Psychology, and AP World History), and so the target for Cholla selected by the ALE Director was three, of which one (AP World History) is already currently offered at Cholla.

The District will continue to work to provide AP courses across the District as recommended by the AP Potential Report and the other factors described above, with the goal of remaining at or near the AP Potential Report numbers. To that end, the District anticipates adding up to three AP courses at Sahuaro, two at Sabino, and one at Tucson High over a three-year period. Due in part to the broad availability of AP courses across the District, the remaining high schools will focus their AP expansion on implementing the CRC AP course as discussed in the CRC AP Expansion Plan.

Alignment of Advanced Courses with AP Courses

A. The New College Board Pre-AP® Program

In 2016, the College Board, which administers the AP course program and testing, and owns the rights to the trademarks SAT® and Advanced Placement®, registered the trademark Pre-AP®, and has since developed a formal program under that name.

The College Board describes the Pre-AP® program as follows:

The Pre-AP Program is a program offered to schools by College Board. Pre-AP courses deliver grade-level appropriate instruction through focused course frameworks, instructional resources, learning checkpoints, and collaborative educator workshops. **They are designed to support all students across varying levels of abilities through focus. They are not honors or advanced courses.** The Program grants educators and their students the space and time for deep engagement with content.¹⁸

Pre-AP® courses deliver grade-level appropriate instruction through focused course frameworks, engaging instructional resources, and checks for understanding. They are designed to support all students across varying levels of abilities through focus. They are not honors or advanced courses. Students learn more deeply by spending time on the topics and skills that matter most. The program grants teachers and students the time for deep engagement with content.

[Emphasis added.] The program was launched with a pilot in SY2018-19. SY2020-21 is the first year the program is available to all schools through College Board. The Pre-AP Program's objectives are to:

- Offer every student access to a high-quality education that prepares them for success in high school and beyond

¹⁸ <https://pre-ap.collegeboard.org/about/what-is-pre-ap>, last visited on September 6, 2020.

- Provide educators with engaging, targeted course materials that help them ensure their students successfully master grade-level materials.¹⁹

The Pre- AP® Program is designed for high school level courses:

Pre-AP courses are specifically designed to provide grade-level coursework based on high school content, skills, and expectations.

Pre-AP courses should be offered at the middle school level only if those middle school courses are intended to meet high-school level standards. For example, while Pre-AP Algebra 1 may be appropriate for middle school students who are taking high-school-level Algebra 1, Pre-AP Biology would not be a suitable replacement for an existing Biology course that addresses middle school standards.²⁰

There are currently seven traditional academic courses offered: Pre-AP English 1; Pre-AP English 2, Pre-AP Algebra 1; Pre-AP Geometry with Statistics; Pre-AP Biology; Pre-AP Chemistry; and Pre-AP World History and Geography. In addition, the program offers four Pre-AP course in the arts: Dance, Music, Theatre and Visual Arts.

There is an annual fee to College Board of \$3,000 per course per school, but in addition, the school must commit to using the Pre-AP framework and assessments in all sections of any course offered.²¹ Thus, a Pre-AP Algebra course may not be offered alongside a regular Algebra course at a high school; all sections of Algebra at the high school must become Pre-AP. In addition, teachers and at least one administrator per site must complete a Pre-AP Summer Institute or the Online Foundational Module Series. There is an initial audit process administered by College Board to ensure compliance with College Board's standards and requirements for the program.

¹⁹ Id.

²⁰ <https://pre-ap.collegeboard.org/frequently-asked-questions>, last visited September 6, 2020.

²¹ <https://pre-ap.collegeboard.org/courses/courseaudit>, last visited September 6, 2020. The school may request a deferment of this requirement, provided the school develops a plan to expand the program to cover all sections of the course offered at the school.

Though the annual fee for a single course does not seem large, the District would also need to pay for the time and fees for the professional learning for teachers and administrators, and make the commitment to replace all existing sections of the class in the high school with the Pre-AP® version. Large scale implementation across the District could become a very significant expense.

This is the first year the program has been available generally to all schools, and the District is evaluating the extent to which it will participate, recognizing that anything less than District-wide implementation raises difficult questions of equity and suitability within and among the District's ten high schools. If the decision is made to explore further, the District would likely select one high school, and one course, to pilot implementation in SY2021-22, and then evaluate the results and experience.

Finally, and importantly, the advent of this new program means that the District can no longer generally refer to honors and accelerated courses as "Pre-AP." The College Board has advised school districts as follows:

[T]he term Pre-AP can only be used in relation to the official College Board Pre-AP courses described on this page. . . . [Y]ou may no longer use the term "Pre-AP" in describing those courses or in relation to the program. . . . [W]e encourage you to begin the process as soon as possible.²²

Accordingly, the District has discontinued use of the term "Pre-AP" and will henceforth refer to the courses with which that term was used simply as either "honors" or "advanced" courses, recognizing that these courses are designed as a more rigorous alternative to regular courses, and exist side by side with those regular courses as an option for students to select.

²² <https://pre-ap.collegeboard.org/frequently-asked-questions>, last visited on September 6, 2020.

B. Alignment of Honors and Advanced Courses with Corresponding AP Curricula.

1. Honors and Advanced Courses at the Middle School Level

a. **Accelerated Math.** The District currently offers accelerated math courses for middle school students at K-8 and middle schools, referred to as “advanced” courses. However, there is no AP course to which these middle school math courses can align or map: the only AP courses in math are AP Calculus AB, and AP Calculus BC.²³ A middle school math curriculum simply does not align or map to a senior-level high school calculus course. There are too many intervening high school courses upon which calculus is built, including algebra II, geometry, and trigonometry. Thus, the District does not believe that there is any meaningful benefit to an attempt to align or map middle school accelerated math courses to AP courses in calculus.

b. **Honors English.** The District currently offers certain English Language Arts classes designated as honors courses for middle school students at K-8 and middle schools; these courses are designed cover the same middle school level ELA curriculum as ELA courses which are not designated as honors classes, but with greater rigor (more challenging reading and writing). There are only two AP courses in English at the high school level: AP English Language and Composition, and AP English Literature and Composition. Both are designed as courses for high school juniors and seniors. Again, the three or four years between the middle school honors English, the change in maturity, sophistication and experience during those years makes it very difficult to map directly to these AP level courses, other than in the general way that the overall ELA curriculum progresses through the fundamentals of critical reading and analysis, and writing skills, over years from middle school through high school.

c. **Honors Social Studies and Science.** During SY2020-21, the ALE Department, in conjunction with the Curriculum and Instruction Department, reviewed the middle school “Honors” ELA, history and geography curricula to determine if there is any way that revision or alignment of that curriculum would provide meaningful advance in preparedness for, or increase in likelihood of

²³ Some high schools also offer AP Statistics, but this also does not map in any significant way to middle school math.

enrollment in, the two AP English courses, AP courses in history and geography and AP science courses. The District concluded that there was no need to change current curricula in light of current external state standards for middle school curricula, and that no additional alignment is either currently feasible or needed. The District specifically examined possible greater linkage between middle school honors classes covering history and geography, and AP courses in history and geography. Though no current realignment appears needed, as the curriculum for these middle school AAC classes undergo regular periodic review and revision, the District will emphasize building strategies and skills which enhance preparedness for AP courses.

2. Honors Courses at the High School Level.

The District currently offers honors courses in a broad range of subjects at the high school level. Generally, an honors course is offered concurrently with a course in the same subject that is not designated as “honors.” The “honors” designation signifies a curriculum that is expanded and more rigorous than the corresponding regular course.

Many honors courses are offered in areas where there is no corresponding AP course, and thus there is no issue relating to alignment of honors course curriculum to an AP course. Many AP courses are standalone courses, without any corresponding honors course (e.g, the AP Computer Science, Statistics and Music Theory courses), and thus again, no issue of alignment of an honors course curriculum to an AP course arises.

In some areas, honors courses are part of an established progression already aligned to prepare students for the AP course: for example, in high school mathematics, the established progression of honors courses (Algebra I, Geometry, Algebra II, Pre-calculus and trig) is designed to prepare students to take one of the two AP Calculus courses in their senior year, and so the honors curriculum is already aligned to the corresponding AP course. Frequently, the early honors language courses (e.g., the first two or three years of Honors French or Spanish) lead to the AP course in that language. Again, the curricula for the honors courses are already aligned to prepare for the AP course.

In other areas, where there is both an honors course and a corresponding AP course, the honors course functions as a less rigorous alternative to an AP course, rather than a preparatory course leading to the AP course with a need for alignment.

This pattern is common in the sciences (Honors Biology is an alternative to AP Biology, and Honors Chemistry is an alternative to AP Chemistry). However, there may be some honors courses which in practice serve as feeder courses for AP courses, or some students who take the honors course in a course in preparation for the AP course in that same subject.

Accordingly, during SY2021-22, the ALE Department, in conjunction with the Curriculum and Instruction Department, reviewed the honors course curriculum in subject areas with both honors and AP courses, to determine if there is any better alignment of the curriculum between the honors course and the AP course that will yield meaningful increase in success or likelihood of enrollment in the subsequent AP course. The ALE Department concluded that no curriculum realignment is necessary, but that honors teachers should implement specific strategies and skill development which serve to prepare and support students in future AP coursework.

AVID Expansion Plan

Over the last six years, the District has worked to expand AVID both as an elective and with school-wide strategies. The increased sections and use of AVID strategies help develop students' skills and prepare more students to take advanced academic courses.

As of SY20-21, the District has AVID at a total of 15 schools:

School	AVID Elective	AVID school-wide
Booth-Fickett (K8)	X	X
Catalina High School	X	X
Cholla High School	X	X
Doolen Middle School	X	X
Magee Middle School	X	
Palo Verde High School	X	X
Pistor Middle School	X	X
Pueblo High School	X	X
Rincon High School	X	
Sahuaro High School	X	
Secrist Middle School	X	
Tucson High School	X	
Utterback Middle School	X	X
Valencia Middle School	X	X
Wright Elementary School		X

The approximate cost for adding AVID to a school depends on a number of factors, including whether an AVID coordinator will need to be hired (middle schools and high schools), the number of AVID tutors needed, the cost for training for teachers, the number of teachers, the cost for student supplies, and the number of students needing supplies.

School-wide implementation at the elementary level can cost approximately \$40,000 (the cost of the most-recent school-wide program at Wright Elementary),

depending in large part on the number of students enrolled. The cost for creating an AVID elective class at the middle school or high school level can be approximately \$60,000, if there is no need for additional FTE costs, and be approximately \$110,000 if an FTE is needed. The cost would increase based on the need for additional teachers or staff. For example the recent cost to expand AVID at Catalina was approximately \$185,000. This cost includes added FTEs, added AVID tutors, Path training for teachers (at Catalina, this was 65 teachers), student supplies, and other ancillary costs.

When considering where to expand AVID, the District considers the following key factors:

1. Demographics of student body
 - a. Ethnic and Racial Distributions – priority is given to sites with higher percentages of African American, Mexican American, and Native American students
 - b. Title 1 status
2. School Letter Grade – priority is given to sites with lower school letter grades.
3. Feeder pattern into established AVID programs – priority is given to sites who complete feeder patterns into existing AVID schools.
4. Interest within school community
 - a. Capacity, enthusiasm and commitment to implementing AVID with fidelity
 - b. Current school programs that would support AVID implementation
5. Cost of implementation of program
 - a. Breakdown of implementation in accordance with Coaching and Certification Instrument as required by AVID

Based on these factors, the next schools under consideration for expansion of the AVID program include Davidson Elementary, Hudlow Elementary, Warren Elementary, Oyama Elementary, Dietz K-8, Pueblo Gardens K-8 and Santa Rita High.

The following chart includes information for some of the key factors the District considers in deciding where to expand AVID, for the sites the District is currently considering:

School	Davidson	Hudlow	Warren	Oyama	Dietz	Pueblo Gardens	Santa Rita
Demographics	H 41% W 25% AA 21% NA 3% A/PI 2% MR 8%	H 49% W 28% AA 15% NA 0% A/PI 1% MR 7%	H 76% W 7% AA 4% NA 12% A/PI .5% MR .5%	H 84% W 7% AA 2% NA 6% A/PI .4% MR .7%	H 44% W 22% AA 27% NA .8% A/PI 3% MR 4%	H 80% W 6% AA 7% NA 3% A/PI 2% MR 2%	H 46% W 28% AA 17% NA 1% A/PI 2% MR 6%
Title 1 status	Yes	Yes	Yes	Yes	Yes	Yes	Yes
School Letter Grade (18-19)	D	B	C	B	D	C	C
Feeder Pattern with AVID	Doolen - Catalina	Magee - Catalina	Pistor - Pueblo	Valencia - Cholla	Secrist – Palo Verde	Utterback – Rincon	Secrist
Capacity, enthusiasm and commitment	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Current school programs	OMA ¹	OMA	OMA	OMA	OMA; Music at Home; Jr. Hon. Society; Tucson Korean Ambassadors	Music at Home; Verizon Innovative Learning	Music at Home CTE- JTED
Cost of implementation	\$40,000	\$40,000	\$40,000	\$40,000	\$110,000 Elementary to start - \$40,000	\$110,000 Elementary to start - \$40,000	\$110,000

As a result of the shift to online learning necessitated by state and county authorities' response to the COVID-19 pandemic, the very late point (relative to scheduled start of instruction) at which the state education authorities provided information and guidance as to school opening and the manner of instruction, the need to redesign and redeploy resources for full online instruction for an as-yet-undefined period this year, the resulting decline in student enrollment at the start of this year, and the fact that AVID expansion requires teachers to travel to summer institutes for professional development prior to institution of the program, and such travel and professional development was not possible this summer, the District has had to recognize that expansion of the AVID program was simply not feasible in SY2020-21.

Nevertheless, the District intends to resume expansion of the AVID program in SY2021-22, and thereafter, with a long term goal of expanding AVID in one of its forms to every school in the District. The District currently plans to add a school-wide

elementary school AVID program in SY2021-22, and then a middle school elective program in SY2022-23. Given funding and training requirements, the District anticipates it will then add an additional school-wide AVID program at the elementary level or an elective class at the high school level during SY24-25, and add an additional AVID program every year or every other year until all schools in the District have implemented AVID in one of its forms or until research indicates another program or support would be more effective at accomplishing District goals.

Full-Time GATE Appendix

The District's full-time GATE program is the largest and most inclusive of any full-time GATE program of which the District is aware, providing equitable access for all students, including African American and Latino students. The District has more certified GATE teachers, both on an absolute and per capita basis, than any other school district in the state. Students who participate in one of the District's nine self-contained GATE courses or one of the District's 14 Cluster GATE programs receive full-time, five days per week GATE education in all core subjects.

The District defines full-time GATE programs as those programs providing GATE services to the same students five days a week in all core subjects. Pursuant to this definition, the District's self-contained and cluster GATE models are both full-time GATE programs.

Any student who qualifies for GATE services is provided access to a full-time GATE program. All qualified students live within 20 minutes transportation time to a full-time GATE program; the District provides free transportation to a full-time GATE program to all qualified students not within a regular walk-zone of a full-time GATE program.

Qualification for GATE services is based on qualifying scores using the Cognitive Abilities Test (CogAT) and the Raven's Progressive Matrices assessment, which is used as a multiple measure. The AZELLA (Arizona English Language Learner Assessment) is used as a multiple measure for ELL students. The pre-GATE kindergarten program uses an entrance screener and an exit process.

All students, including ELL students, are universally tested for GATE eligibility in grades one and five. Additionally, all students, including ELL students, benefit from the other universal testing policies aimed at identifying and expanding qualified students for ALE, including pre-kindergarten emergent and kindergarten testing and high school PSAT.

The District currently offers GATE services to all students to who qualify. The District has already reduced the cut score for qualifying, and has easily accommodated the increase in students as a result. There is no potential for major expansion of the number of students qualifying for GATE service, and no current

plans to change the qualifying score again in such a way that would produce a measurable impact on district resources.

Thus, access to the District's self-contained GATE program is equitable. Additionally, because the District is limited in its ability to increase the number of qualifying GATE students, the most effective way to increase access to full-time GATE services is to strengthen and expand the use of the cluster GATE model.

Cluster grouping is recommended by experts for a variety of reasons, including: (1) that it allows qualifying students to interact regularly both with their intellectual peers and their age peers (Delcourt, M. A. B., & Evans, K. (1994). Qualitative extension of the learning outcomes study. Storrs, CT: The National Research Center on the Gifted and Talented; Gentry, M. (1999). Promoting student achievement and exemplary classroom practices through cluster grouping: A research-based alternative to heterogeneous elementary classrooms (Research Monograph 99138). Storrs: University of Connecticut, National Research Center on the Gifted and Talented.); (2) it provides full-time Gifted services without costs associated with a self-contained program (Gentry, M. & Owen, S. V. (1999). An investigation of total school flexible cluster grouping on identification, achievement, and classroom practices. *Gifted Child Quarterly*, 43, 224–243; LaRose, B. (1986). The lighthouse program: A longitudinal research project. *Journal for the Education of the Gifted*, 9, 224–232.); (3) it allows non high achievers in other classes to emerge and gain recognition (Gentry & Owen, 1999; Kennedy, D. M. (1989). Classroom interactions of gifted and non gifted fifth graders. Unpublished doctoral dissertation, Purdue University, West Lafayette, IN.); (4) fewer students are identified as low achievers and more students are identified as high achievers (Gentry, M. (2012). Total School Cluster Grouping, Urban Pilot Project, 2 years of Controlled Study Final Report on Academic Achievement, Identification, and Teacher Practices. Technical Report. West Lafayette, IN: Purdue University., Brulles, et al., 2012); student achievement increases (Brulles, D., Saunders, R., & Cohn, S. (2010). Improving performance for gifted students in a cluster grouping model. *Journal for the Education of the Gifted*, 34, 327–352.; Gentry & Owen, 1999; Pierce, R., Cassady, J., Adams, C., Neumeister, K., Dixon, F., & Cross, T. (2011). The effects of clustering and curriculum on the development of gifted learners' math achievement. *Journal for the Education of the Gifted*, 34, 569–596.); and (5) it reduces the range of student achievement levels that must be addressed (Coleman, M. R. (1995). The importance of cluster grouping. *Gifted Child Today*, 18, 38–40; Gentry, 1999).

Access to Cluster GATE services is available to an increasing population of students who did not qualify for self-contained or pull-out GATE services. Each school works to place a diverse group of students in designated GATE classrooms, classrooms with demographics that usually mirror the overall school population. Some factors that affect the placement of students include available space for non-qualifying students, the number of students of each demographic at a particular school, and other programs that compete for students' time (such as Dual Language programs). There is no known best practice for increasing the number of students from any particular demographic that affects the composition of Cluster classrooms at each school. In any given year, one school may have a higher or lower number or percentage of students from one demographic based on the factors listed above.

Qualifying students can attend the District's self-contained GATE program full time, five days per week at a school that accommodates them using a feeder pattern based on neighborhood schools. Other qualifying students can attend the District's Cluster GATE program full time, five days per week at their neighborhood school, along with their non-qualifying peers. The District has implemented an opt-out program (automatic enrollment) for all qualifying GATE students who have a full-time GATE Program on the campus they attend.

The District offers nine self-contained GATE programs. Approximately 1,300 students were enrolled in the GATE self-contained program in SY 20-21.

The District's 14 Cluster GATE programs provide full-time GATE services to more than 2,000 students, including 1,069 Hispanic and 222 African American students. [ECF 2520-1, p. 6.] This means the District provides more GATE services through its Cluster GATE Program than it does through the Self-Contained program or its Pullout program (around 1,300 students each).

While the District's Cluster GATE program serves more than 1,000 Hispanic students (more than 50% of participants) and more than 200 African American students (more than 10%), Self-Contained GATE serves about 600 Hispanic students (less than 50%) and about 100 African American students (less than 10%). [ECF 2520-1, pp. 6-8.]

GATE Kindergarten programs are an option at both self-contained and cluster programs. Current GATE Kindergarten cluster classrooms are at the following eight

cluster sites: Blenman, Drachman, Fruchthendler, Maldonado, Myers-Ganoung, Sewell, Steele and Wright. The remaining 6 cluster sites are moving towards having a GATE kindergarten teacher. GATE Kindergarten cluster classrooms are open-access because GATE does not test these students prior to kindergarten enrollment.

As explained above, the District assessed the average travel time for students enrolled in Hollinger's TWDL GATE program in SY 2019-20. Of the 157 TWDL GATE students at Hollinger, the estimated mean travel time is 25 minutes. Of the 22 ELL students who qualified for GATE services, there were 12 EL students who qualified for GATE services who lived more than 30 minutes away from Hollinger, and two of these students lived more than 60 minutes away from Hollinger. The District has not identified any mitigating measures or transportation plans to alleviate the travel burden for these students. As discussed below, however, all of these students live within 20 minutes of a full-time GATE program.

All Dual Language schools have pull-out GATE services and K-1 talent development services. Only one site, Grijalva, is both a TWDL and cluster site. However, students cannot be placed in both the DL and GATE cluster classroom because programmatic requirements leave insufficient time in students' schedules for both programs. DL students can be placed in the DL classroom and receive GATE pull-out services. Additionally, the District recently expanded the cluster programs at Wright and Myers to include ELD classrooms, which increased the numbers and percentages of African American and EL students in GATE Programs. Although these strategies mean that all EL students live within approximately 20 minutes of a full-time GATE Program, these other programs would require these EL students to choose either a TWDL program or a cluster or self-contained GATE program.

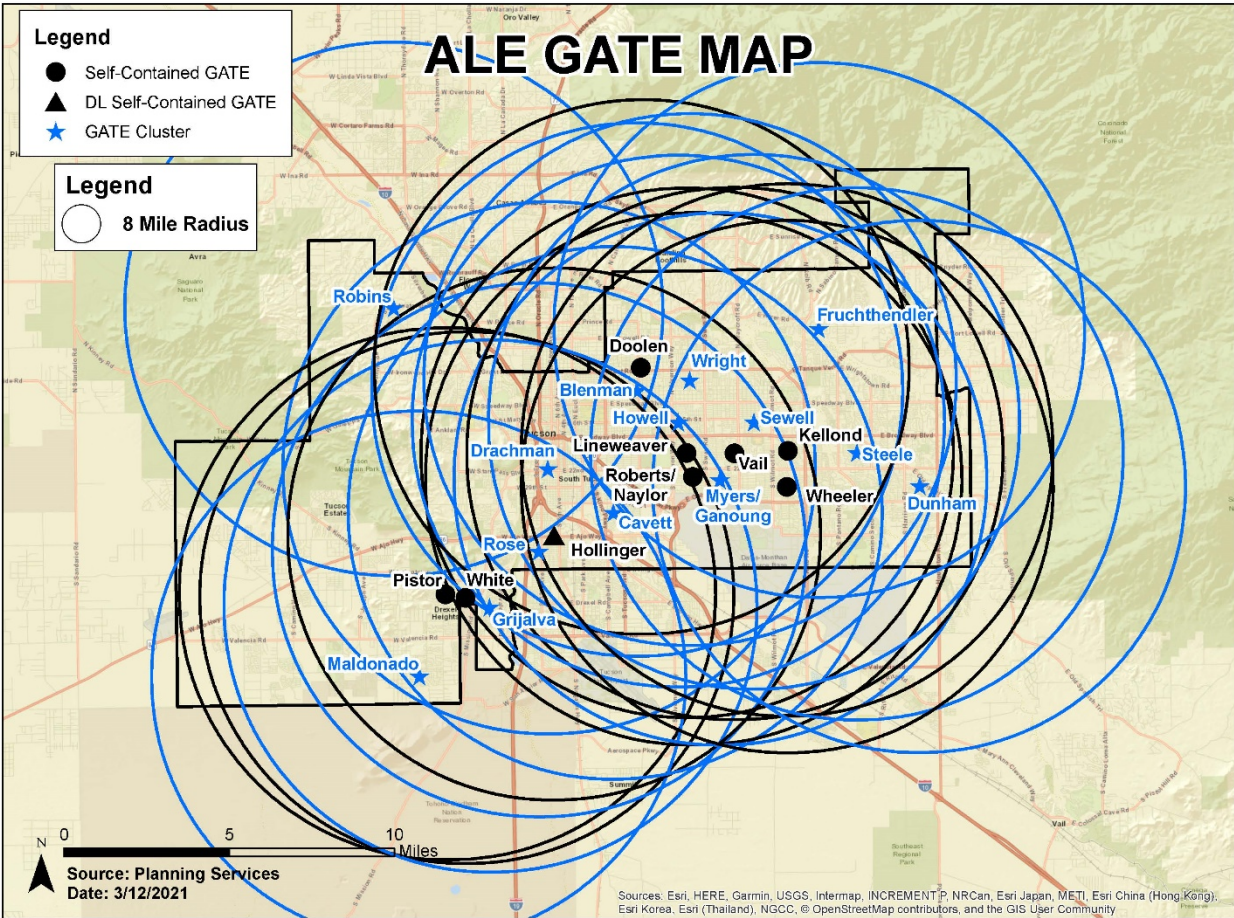
GATE cluster services are automatically offered for all self-contained and pull-out qualifying students who are enrolled at that site. There is no travel plan in place because unlike the self-contained model, the cluster GATE model provides students full time GATE services at their home school.

As detailed in the GATE Expansion Plan, the District has successfully focused its full time GATE expansion on the cluster GATE model, which increases full time GATE participation significantly, and particularly so for the District's African American and Hispanic student. One of the challenges of expanding full time GATE services is that with 25 full-time GATE offerings, each time a new GATE program is offered on a campus, the qualifying students from that campus will no longer travel to a self-contained GATE site, reducing the number of students participating in the

self-contained GATE program. Indeed, adding a self-contained GATE program in the west side of the District would reduce the number of students participating in the self-contained GATE Programs at White, Hollinger and Tully, potentially causing these programs to be under-enrolled. Thus, as explained in the GATE Expansion Plan, the District's current expansion focus is on expanding opportunities within the 14 cluster programs currently in place. See Doc. 2520-1, pp. 30-31.

As shown on the following map, full-time GATE offerings are spread throughout the District in a way that all District students live within a 20-minute drive of a school offering a full-time GATE experience.²⁴ Still, the District is considering strategies for addressing how to increase access to all students, including students in the southwest portion of the District, such as whether and how it could expand its cluster program to another school on the west side of the District, which could enable several of these students to participate in a full-time GATE program regardless of qualification.

²⁴ The District's research confirmed that students living in far west portion of the District are within a 20-minute drive to Pistor, White, and Maldonado, and within a 25-minute drive of several other schools with full-time GATE services.



The District is committed to creating one new cluster GATE program in the next two years, and is considering whether and how it could locate such a program on the west side of the District. The District reconsidered whether to expand by adding another self-contained GATE school in the western region of the District, but elected not to add such a program because, among other reasons, there are no qualified students living more than 20 minutes from the self-contained programs at Pistor and White, and creating another school in the western region of the District would reduce the number of qualifying students attending Pistor, White, and potentially Hollinger, negatively affecting the viability and success of these programs.

Families currently are offered transportation to the self-contained school in their feeder pattern. In addition to this, if this school has no available seats at their grade level, families are then offered free transportation to another self-contained program. Families are offered free transportation to Tully open-access GATE Magnet school. 5th graders at Tully are offered free transportation to attend the Roberts Naylor open-access GATE Middle School strand.

Transportation

As explained above, full-time GATE offerings are spread throughout the District in a way that all District students live within a 20-minute drive of a school offering a full-time GATE experience. Still, the District is considering strategies for addressing how to increase access to all students, including students in the southwest portion of the District. The District is considering whether and how it could expand its cluster program to another school on the west side of the District, which could enable additional students to participate in a full-time GATE program regardless of qualification.

AAC-AP Alignment Status Report

The District has prepared this report to provide an explanation of middle school and high school courses that are recommended to prepare students for successful participation in Advanced Placement (AP) courses. The District bases its analysis of recommended AP pathways on the recommendations made by the College Board, the entity that created, administers, and authorizes use of the AP program.

With the exception of Algebra I, there are no College-Board recommended courses to be taken at the middle school level on the pathway to AP courses. *See, e.g.*, College Board Description of Equivalency and Recommended Prerequisites for AP Calculus AB (“A first-semester college calculus course devoted to topics in differential and integral calculus”; recommending that students successfully complete courses in which they have studied algebra, geometry, trigonometry, analytic geometry, and elementary functions), <https://apstudents.collegeboard.org/courses/ap-calculus-ab>; *compare with* College Board Description of Equivalency and Recommended Prerequisites for AP English Language and Composition, (“College Course Equivalent: An introductory college-level literary analysis course; Recommended Prerequisites: None”), <https://apstudents.collegeboard.org/courses/ap-english-language-and-composition>. This is not to say that middle-school AACs are not important. The District believes these courses are necessary and relevant. The rigor of taking one or more of these courses is helpful in preparing students to take more rigorous courses in the future. Additionally, these middle-school and high school Honors, Advanced, and Accelerated courses that the District provides can individually or collectively be a part of students’ logical progression toward taking and succeeding in AP courses, and they have value in and of themselves regardless of any connection to AP courses. However, advanced and honors courses are not recommended by the College Board as preparation for AP courses. *See* College Board’s description of Pre-AP courses, <https://pre-ap.collegeboard.org/about/what-is-pre-ap>.²⁵

For most AP courses, the College Board does not recommend pathway courses. Thus, there is no recommended progression of courses for students to take to prepare them for most AP courses. However, the District provides a variety of pathways that may or may not include Honors, Advanced, or Accelerated courses. The chart below is an example of several potential pathways to prepare students for success in AP English Language and Composition.

²⁵ Additionally, the District offers many AAC courses at its schools with middle school grades, including advanced, honors, and middle-school courses for high-school credit at all schools offering middle school grades. The District’s extensive efforts to increase access to and participation and success in these courses is documented throughout the District’s ALE filings.

6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
ELA 6 th Grade	ELA 7 th Grade	ELA 8 th Grade	ELA 9 th Grade	ELA 10 th Grade	AP English Language	AP English Literature
CRC 6 th Grade ELA	CRC 7 th Grade ELA	CRC 8 th Grade ELA	Honors 9 th Grade ELA	Honors 10 th Grade ELA	AP English Language	AP English Literature
Honors 6 th Grade ELA	Honors 7 th Grade ELA	Honors 8 th Grade ELA	GATE 9 th Grade	GATE 10 th Grade	AP English Language	AP English Literature
GATE 6 th Grade	GATE 7 th Grade	GATE 8 th Grade	ELA 9 th Grade	ELA 10 th Grade	AP English Language	AP English Literature

Discussion: Students may move among MS and HS ELA/CRC/GATE/Honors classes and register for either AP course at the 11th or 12th grade level. The same standards/skills are emphasized, practiced, and mastered throughout the quarter/semester/year.

For a few AP courses, such as Chemistry, Environmental Science, and Biology, the College Board recommends pathway courses to be taken at the high school level, such as high school science labs. See <https://apstudents.collegeboard.org/courses/ap-environmental-science>. Each District high school offers all College Board recommended pathway courses for the AP courses offered at each school. For AP Calculus and Statistics, the College Board recommendations suggest that Algebra I be taken as a pathway course at the middle school level because other pathway courses must be taken at the high school level.²⁶ The District offers Algebra I at every District school that

²⁶ According to College Board, Pre-AP courses should be offered at the middle school level only if those middle school courses are intended to meet high-school level standards. For example, while Pre-AP Algebra 1 may be appropriate for middle school students who are taking high-school-level Algebra 1, Pre-AP Biology would not be a suitable replacement for an existing

has middle school grades, meaning that every District K-8 and middle school offers the pathway courses recommended by the College Board at the middle school level that could lead to participation in AP courses at the high school level. See chart below for potential pathways to AP Statistics.

6th Grade	7 th grade	8 th grade	9 th grade	10 th grade	11 th grade	12 th grade
Math 6	Math 7	Math 8	Algebra 1	Geometry	Algebra 2	AP Statistics
Math 6	Math 7	Math 8 Accelerated	Honors Algebra 1	Honors Geometry	Honors Algebra 2	
Math 6 Accelerated	Math 7 Accelerated	Math 8 Accelerated	Algebra 1	Geometry	Algebra 2	
Math 6 Accelerated	Math 7 Accelerated	Math 8 Accelerated	Honors Algebra 1	Honors Geometry	Honors Algebra 2	
GATE Math 6	GATE Math 7	GATE Math 8	Honors Algebra 1	Honors Geometry	Honors Algebra 2	
Math 6 Accelerated	Math 7 Accelerated	Algebra 1	Geometry	Algebra 2	Pre-Calculus	
Math 6 Accelerated	Math 7 Accelerated	Algebra 1	Geometry	Algebra 2	College Algebra	
Math 6 Accelerated	Math 7 Accelerated	Algebra 1	Honors Geometry	Honors Algebra 2	Honors Pre-Calculus	

As noted above, the District’s Honors, Advanced, and Accelerated courses can individually or collectively be a part of students’ logical progression toward taking and succeeding in AP courses, though these courses are not required or even recommended by the College Board as part of a single logical progression toward participation and success in AP courses. This comports with College Board’s description of its Pre-AP courses, which notes that these middle-school courses “are not honors or advanced courses,” but instead are designed to “deliver grade-level appropriate instruction through focused course frameworks, engaging instructional resources, and checks for understanding.” <https://pre-ap.collegeboard.org/about/what-is-pre-ap>. This also aligns with the District’s commitment not to require prerequisites for AP courses that could serve as deterrents to AP participation.

Biology course that addresses middle school standards. <https://pre-ap.collegeboard.org/frequently-asked-questions>, last visited March 15, 2021.

Additionally, the District will expand its AP offerings as explained in the AP Expansion Plan and the CRC AP Expansion Plan. The District will prioritize expansion of CRC AP courses to the high schools whose feeder schools offer CRC AACs. Thus, the District plans to first expand the CRC AP course to Pueblo High School in SY 21-22. The District anticipates it will be able to add the CRC AP course at Sabino and Tucson High Schools in SY 22-23, and potentially to other schools through remote instruction. The District anticipates adding the CRC AP course to the remaining high schools by SY 24-25.

Finally, the District’s curriculum for the pathway courses recommended by College Board aligns with College Board recommended skills, so there is no need to realign any of the District’s curriculum. And, as noted above, every District school with middle-school grades offers an Algebra I course, meaning that every high school and every K-8 and middle school offer the pathway courses recommended by the College Board at the appropriate level to help prepare students to take and succeed in AP courses. Thus, there are no missing AACs or other recommended courses for any of the District’s K-8, middle or high schools.

Below, the District lists every District high school with the AP courses offered at each school, along with the corresponding College Board recommended pathway course(s) for each AP course offered at each high school.

Catalina High School

Catalina HS offers all courses recommended by College Board to prepare students for the AP courses offered at Catalina. Additionally, all feeder schools offer Algebra I, which will serve to prepare students for taking other pathway courses once they are attending Catalina. <https://apstudents.collegeboard.org/>

Catalina AP Courses	College Board Recommended Pathway Courses/skills
AP 2-D Art	There are no prerequisites for this course, but any experience creating two-dimensional art and design work, in or out of the classroom, will be helpful.
AP Music Theory	Recommended ability to read and write musical notation and basic voice or instrument performance skills
AP English Lang & Composition	None
AP English Lit & Composition	None
AP Macroeconomics	None
AP Mircoeconomics	None
AP Psychology	None
AP US Government & Politics	None
AP US History	None
AP World History: Modern	None

AP Physics 1: Algebra Based	Completion of a geometry course and be concurrent enrollment in Algebra II or an equivalent course.
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Cholla High School

Cholla HS, with its successful IB focus, currently offers AP World History which does not have any recommended prerequisites (<https://apstudents.collegeboard.org/courses/ap-world-history-modern>).

Cholla AP Course	College Board Recommended Pathway Courses/skills
AP World History: Modern	None

Palo Verde High School

Palo Verde HS offers all courses recommended by College Board to prepare students for the AP courses offered at Palo Verde. Additionally, all feeder schools offer Algebra I, which will serve to prepare students for taking other pathway courses once they are attending Palo Verde.

Palo Verde AP Courses	College Board Recommended Pathway Courses/skills
AP 2-D Art	There are no prerequisites for this course, but any experience creating two-dimensional art and design work, in or out of the classroom, will be helpful.
AP 3-D Art	There are no prerequisites for this course, but any experience creating three-dimensional art and design work, in or out of the classroom, will be helpful.
AP English Lang & Composition	None
AP English Lit & Composition	None
AP Human Geography	None
AP Mircoeconomics	None
AP Psychology	None
AP US Government & Politics	None
AP US History	None
AP World History: Modern	None
AP Computer Science A	High school courses in English and algebra, and familiarity with functions and the concepts found in the uses of function notation
AP Computer Science Principles	High school algebra course
AP Statistics	A second-year course in algebra
AP Chemistry	High school courses in chemistry and Algebra II

AP Physics 1: Algebra Based	Completion of a geometry course and be concurrent enrollment in Algebra II or an equivalent course.
AP French Lang & Culture	There are no recommended prerequisites, but students are typically in their fourth year of high-school-level study. In the case of native or heritage speakers, there may be a different pathway of study leading to this course.

Pueblo High School

Pueblo HS offers all courses recommended by College Board to prepare students for the AP courses offered at Pueblo. Additionally, all feeder schools offer Algebra I, which will serve to prepare students for taking other pathway courses once they are attending Pueblo.

Pueblo AP Courses	College Board Recommended Pathway Courses/skills
AP Art History	None
AP Drawing	There are no prerequisites for this course, but any experience creating art and design work through drawing, in or out of the classroom, will be helpful.
AP English Lang & Composition	None
AP English Lit & Composition	None
AP Human Geography	None
AP Macroeconomics	None
AP Mircoeconomics	None
AP Psychology	None
AP US Government & Politics	None
AP US History	None
AP World History: Modern	None
AP Calculus AB	Successful completion of courses in which the student studied algebra, geometry, trigonometry, analytic geometry, and elementary functions. In particular, students should understand the properties of linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined functions and know how to graph these functions and solve equations involving them. Students should also be familiar with algebraic transformations, combinations, compositions, and inverses for general functions.
AP Calculus BC	Successful completion of courses in which the student studied algebra, geometry, trigonometry, analytic geometry, and elementary functions. In particular, students should understand the properties of linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined functions, as well as sequences, series, and polar equations. Students should know how to graph these functions and solve equations involving them. Students should also be familiar with

	algebraic transformations, combinations, compositions, and inverses for general functions.
AP Computer Science Principles	High school algebra course
AP Statistics	A second-year course in algebra
AP Environmental Science	Two years of high school laboratory science, including life science and physical science, along with at least one year of algebra
AP Spanish Lang & Culture	There are no recommended prerequisites, but students are typically in their fourth year of high-school-level study. In the case of native or heritage speakers, there may be a different pathway of study leading to this course.
AP Spanish Lit & Culture	There are no recommended prerequisites, but students are typically in their fourth year of high-school-level study. In the case of native or heritage speakers, there may be a different pathway of study leading to this course.

Rincon High School

Rincon HS currently offers all courses recommended by College Board to prepare students for the AP courses they offer. All feeder middle schools offer Algebra I which will serve to prepare students for taking Geometry once they are attending Rincon.

Rincon AP Courses	College Board Recommended Pathway Courses/skills
AP English Lang & Composition	None
AP English Lit & Composition	None
AP Macroeconomics	None
AP Microeconomics	None
AP US Government & Politics	None
AP US History	None
AP World History: Modern	None
AP Calculus AB	Successful completion of courses in which the student studied algebra, geometry, trigonometry, analytic geometry, and elementary functions. In particular, students should understand the properties of linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined functions and know how to graph these functions and solve equations involving them. Students should also be familiar with algebraic transformations, combinations, compositions, and inverses for general functions.
AP Statistics	A second-year course in algebra
AP Biology	High school courses in biology and chemistry
AP Physics 1: Algebra Based	Completion of a geometry course and be concurrent enrollment in Algebra II or an equivalent course.
AP Spanish Lang & Culture	There are no recommended prerequisites, but students are typically in their fourth year of high-school-level study. In the case of native

or heritage speakers, there may be a different pathway of study leading to this course.

Sabino High School

Sabino HS offers all courses recommended by College Board to prepare students for the AP courses offered at Sabino. Additionally, all feeder schools offer Algebra I, which will serve to prepare students for taking other pathway courses once they are attending Sabino.

Sabino AP Courses	College Board Recommended Pathway Courses/skills
AP 2-D Art	There are no prerequisites for this course, but any experience creating two-dimensional art and design work, in or out of the classroom, will be helpful.
AP 3-D Art	There are no prerequisites for this course, but any experience creating three-dimensional art and design work, in or out of the classroom, will be helpful.
AP Drawing	There are no prerequisites for this course, but any experience creating art and design work through drawing, in or out of the classroom, will be helpful.
AP English Lang & Composition	None
AP English Lit & Composition	None
AP Human Geography	None
AP Macroeconomics	None
AP Microeconomics	None
AP Psychology	None
AP US Government & Politics	None
AP US History	None
AP World History: Modern	None
AP Calculus AB	Successful completion of courses in which the student studied algebra, geometry, trigonometry, analytic geometry, and elementary functions. In particular, students should understand the properties of linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined functions and know how to graph these functions and solve equations involving them. Students should also be familiar with algebraic transformations, combinations, compositions, and inverses for general functions.
AP Computer Science Principles	High school algebra course
AP Statistics	A second-year course in algebra
AP Biology	High school courses in biology and chemistry

AP Chemistry	High school courses in chemistry and Algebra II
AP Spanish Lang & Culture	There are no recommended prerequisites, but students are typically in their fourth year of high-school-level study. In the case of native or heritage speakers, there may be a different pathway of study leading to this course.

Sahuaro High School

Sahuaro HS offers all courses recommended by College Board to prepare students for the AP courses offered at Sahuaro. Additionally, all feeder schools offer Algebra I, which will serve to prepare students for taking other pathway courses once they are attending Sahuaro.

Sahuaro AP Courses	College Board Recommended Pathway Courses/skills
AP 2-D Art	There are no prerequisites for this course, but any experience creating two-dimensional art and design work, in or out of the classroom, will be helpful.
AP Music Theory	Recommended ability to read and write musical notation and basic voice or instrument performance skills
AP English Lang & Composition	None
AP English Lit & Composition	None
AP Psychology	None
AP US History	None
AP World History: Modern	None
AP Calculus AB	Successful completion of courses in which the student studied algebra, geometry, trigonometry, analytic geometry, and elementary functions. In particular, students should understand the properties of linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined functions and know how to graph these functions and solve equations involving them. Students should also be familiar with algebraic transformations, combinations, compositions, and inverses for general functions.
AP Computer Science A	High school courses in English and algebra, and familiarity with functions and the concepts found in the uses of function notation
AP Computer Science Principles	High school algebra course
AP Statistics	A second-year course in algebra
AP Biology	High school courses in biology and chemistry
AP Chemistry	High school courses in chemistry and Algebra II
AP Physics 1: Algebra Based	Completion of a geometry course and be concurrent enrollment in Algebra II or an equivalent course.

Santa Rita High School

Santa Rita HS offers all courses recommended by College Board to prepare students for the AP courses offered at Santa Rita. Additionally, Santa Rita's feeder school offers Algebra I, which will serve to prepare students for taking other pathway courses once they are attending Santa Rita.

Santa Rita AP Courses	College Board Recommended Pathway Courses/skills
AP Computer Science A	High school courses in English and algebra, and familiarity with functions and the concepts found in the uses of function notation
AP Computer Science Principles	High school algebra course

Tucson High School

Tucson HS offers all courses recommended by College Board to prepare students for the AP courses offered at Tucson High. Additionally, all feeder schools offer Algebra I, which will serve to prepare students for taking other pathway courses once they are attending Tucson High.

Tucson AP Courses	College Board Recommended Pathway Courses/skills
AP Art History	None
AP Drawing	There are no prerequisites for this course, but any experience creating art and design work through drawing, in or out of the classroom, will be helpful.
AP Music Theory	Recommended ability to read and write musical notation and basic voice or instrument performance skills
AP English Lang & Composition	None
AP English Lit & Composition	None
AP European History	None
AP Human Geography	None
AP Macroeconomics	None
AP Psychology	None
AP US Government & Politics	None
AP US History	None
AP World History: Modern	None
AP Calculus AB	Successful completion of courses in which the student studied algebra, geometry, trigonometry, analytic geometry, and elementary functions. In particular, students should understand the properties of linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined functions and know how to graph these functions and solve equations involving them. Students should also be familiar with algebraic transformations, combinations, compositions, and inverses for general functions.

AP Calculus BC	Successful completion of courses in which the student studied algebra, geometry, trigonometry, analytic geometry, and elementary functions. In particular, students should understand the properties of linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined functions, as well as sequences, series, and polar equations. Students should know how to graph these functions and solve equations involving them. Students should also be familiar with algebraic transformations, combinations, compositions, and inverses for general functions.
AP Computer Science Principles	High school algebra course
AP Statistics	A second-year course in algebra
AP Biology	High school courses in biology and chemistry
AP Chemistry	High school courses in chemistry and Algebra II
AP Environmental Science	Two years of high school laboratory science, including life science and physical science, along with at least one year of algebra
AP Physics 1: Algebra Based	Completion of a geometry course and be concurrent enrollment in Algebra II or an equivalent course.
AP Spanish Lang & Culture	There are no recommended prerequisites, but students are typically in their fourth year of high-school-level study. In the case of native or heritage speakers, there may be a different pathway of study leading to this course.
AP Spanish Lit & Culture	There are no recommended prerequisites, but students are typically in their fourth year of high-school-level study. In the case of native or heritage speakers, there may be a different pathway of study leading to this course.

University High School

University High offers all courses recommended by College Board to prepare students for the AP courses offered at University High. In preparation for AP Calculus AB and BC, Algebra II concepts are offered in Pre-Calculus and Trigonometry. University HS does not have specific feeder schools.

University AP Courses	College Board Recommended Pathway Courses/skills
AP Art History	None
AP Drawing	There are no prerequisites for this course, but any experience creating art and design work through drawing, in or out of the classroom, will be helpful.
AP English Lang & Composition	None
AP English Lit & Composition	None
AP European History	None
AP Human Geography	None
AP Macroeconomics	None
AP Microeconomics	None

AP Psychology	None
AP US Government & Politics	None
AP US History	None
AP World History: Modern	None
AP Seminar	None
AP Calculus AB	Successful completion of courses in which the student studied algebra, geometry, trigonometry, analytic geometry, and elementary functions. In particular, students should understand the properties of linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined functions and know how to graph these functions and solve equations involving them. Students should also be familiar with algebraic transformations, combinations, compositions, and inverses for general functions.
AP Calculus BC	Successful completion of courses in which the student studied algebra, geometry, trigonometry, analytic geometry, and elementary functions. In particular, students should understand the properties of linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined functions, as well as sequences, series, and polar equations. Students should know how to graph these functions and solve equations involving them. Students should also be familiar with algebraic transformations, combinations, compositions, and inverses for general functions.
AP Computer Science A	High school courses in English and algebra, and familiarity with functions and the concepts found in the uses of function notation
AP Computer Science Principles	High school algebra course
AP Statistics	A second-year course in algebra
AP Biology	High school courses in biology and chemistry
AP Chemistry	High school courses in chemistry and Algebra II
AP Environmental Science	Two years of high school laboratory science, including life science and physical science, along with at least one year of algebra
AP Physics 1: Algebra Based	Completion of a geometry course and be concurrent enrollment in Algebra II or an equivalent course.
AP Physics C: Mechanics	Completion of or current enrollment in calculus at the same time as this course.
AP French Lang & Culture	There are no recommended prerequisites, but students are typically in their fourth year of high-school-level study. In the case of native or heritage speakers, there may be a different pathway of study leading to this course.
AP German Lang & Culture	There are no recommended prerequisites, but students are typically in their fourth year of high-school-level study. In the case of native or heritage speakers, there may be a different pathway of study leading to this course
AP Spanish Lang & Culture	There are no recommended prerequisites, but students are typically in their fourth year of high-school-level study. In the case of native

	or heritage speakers, there may be a different pathway of study leading to this course.
AP Eng Lang/CRC Mex Am & African Am Eng	None