

Summary and Analysis of Revised UHS Admissions Process

Summary: For development of the 2014-15 admissions process, a large constituent group had the opportunity to participate in discussions and overview of the admissions process. Multiple experts were contacted and additional research was completed. In addition, feedback was received from the TUSD School Board, the Plaintiffs, and the Special Master. The Governing Board voted on an admissions process which was then modified by the court and specific changes to the Governing Board approved Admissions process were stipulated on by both parties. Additionally the district piloted the CAIMI motivational assessment with all 8th grade students and administered the CogAT 7 to all 7th grade students.

Analysis: Initial results from the recruitment efforts and admissions modifications appear to have had positive results. A more in depth analysis of the recruitment efforts, Short Answer Essay results, the CAIMI and the 7th grade CogAT 7 results will occur in July 2014. Information is included that outlines the revised admissions process, initial data collection on the short answer essay information, the UHS application in English and Spanish, and the Governing Board approved admissions process along with the stipulation agreement with the Court for UHS Admissions. Further data regarding “all students who applied to University High School for the school year covered by the Annual Report showing whether or not they were admitted and if they enrolled, disaggregated by race, ethnicity, and ELL status” will be provided by Accountability and Research elsewhere in the Annual Report.

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Short –Answer Essay (SAE) Process

How many students were in the pool of potential candidates who fell below 50 point criteria and were given an opportunity to answer the questions? What was the racial composition of the pool?

106 students were invited to respond to the essay questions. These students met both the test and the calculated GPA criteria but fell short of the 50 admission points. The point break-down for these students were as follows:

Number of Students who qualified for Essay questions by point distribution

Total Points	49	48	47	46	45	43	Total
Number of students	34	11	13	7	18	23	106
% of total number	32%	10%	12%	7%	17%	22%	100%

A formal letter was sent to each family with the date and time of the essay sessions. Follow-up phone calls were also made. 88 students elected to complete the essays – 46 from TUSD schools.

Since ethnicity is not used for UHS admissions, this data is not collected for students not enrolled in TUSD schools (nonTUSD students)*. The ethnicity breakdown of TUSD students who were invited and then took the essay are provided below:

Number of TUSD students invited to take essay and took essay by point distribution and ethnicity

	49	48	47	46	45	43	Total	Essayists
Anglo	5	0	2	1	1	4	13	7
African-American	4	0	0	0	0	0	4	4
Hispanic	12	4	5	2	5	9	37	31
Native American	0	0	0	0	1	0	1	0
Asian	1	0	0	0	2	0	3	2
Multi-race	0	0	0	1	0	1	2	2
Total	22	4	7	4	9	14	60	46

*Please note that ethnicity data has not been collected for students not in TUSD schools during the application process because ethnicity is not a factor in admission decisions. However, the school will be revising its application forms for next year and student ethnicity will be collected along with other demographic data such as date of birth and gender.

What were the criteria used to evaluate responses and who did the judging?

The UHS subcommittee (Principal Dean Packard, Dr. Juliet King, and ALE Director Martha Taylor) met several times in January to organize and implement the essay process. Essay questions were reviewed,

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a scoring rubric created (students could earn a total of 8 points on the essay), and 8 external readers were recruited. A training session for the external readers was held on January 24th. Three testing sessions for completing the essays were organized – January 22nd, January 28th and a final one in March. Each essay was read by 3 readers and modal scores for each response recorded.

A protocol for admission was developed based on the external readers essay scores. Students who received 6 or more points from the essay rubric were given admission regardless of admission points. Students who received 3 or fewer points did not receive an admission offer regardless of admission points. Students who scored a 4 or a 5 were offered admission if their total points (GPA points + test points + essay points) totaled 50 points or more.

How many of the students were offered opportunities to enroll in UHS? What was the ethnic composition of those offered admissions? Were any of the offers not accepted and, if so, what was the ethnicity of those who did not accept?

A total of 67 students (76% of the total number who took the essays) were offered admissions to UHS. To date, 55 of these have accepted admissions. The ethnic breakdown of this group is:

Number of Essay Students accepting UHS placement by Ethnicity and School type

School Type	TUSD	Non-TUSD	Total
Anglo	6	14	20
African-American	4	2	6
Hispanic	17	8	25
Native American	0	0	0
Asian	0	1	1
Multi-race	1	2	3
Total	28	27	55

Of the 12 students who have not accepted placement, 6 are from TUSD schools and all are Hispanic. Four of these students have enrolled in other TUSD high schools, including Tucson High and Sahuaros.

The CAIMI assessment – who took the CAIMI? Numbers and Ethnicity? What did you learn from the analysis of the CAIMI scores?

The CAIMI assessment was given to over 3000 8th graders in December but they have not yet been processed nor analyzed. The Accountability & Research Department which currently manages UHS admissions and GATE testing among other District assessments will complete the evaluation by the end of June.

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Revisions to the UHS Freshman Admissions criteria for 2014-2015 – have you developed plans for admission criteria and processes for next year.

We have not yet had an opportunity to fully analyze and evaluate the process and impact of the essays, nor the administration of the CAIMI to reach a decision with respect to next year's admissions criteria. This will be our objective over the next two months. In addition, we have just completed testing all 7th graders with the Cognitive Abilities Test and these results, which will also be processed and analyzed over the summer, will impact our decisions. Completing the testing in May rather than October changes the admissions process significantly and will provide us with information that we can use to make appropriate adjustments. A report will be provided in the July reporting.

