



Tucson Unified School District

Advanced Learning Experiences (ALE) Access and Recruitment Plan

USP LANGUAGE

V. QUALITY OF EDUCATION

A. Access to and Support in Advanced Learning Experiences

1. Overview. The purpose of this section shall be to improve the academic achievement of African American and Latino students in the District and to ensure that African American and Latino students have equal access to the District's Advanced Learning Opportunities.

2. General Provisions.

- a. By ~~April 1, 2013~~ July 1, 2013¹, the District shall hire or designate a District Office employee to be the Coordinator of Advanced Learning Experiences ("ALEs")... The ALE Coordinator shall have responsibility for: reviewing and assessing the District's existing ALEs, developing an ALE Access and Recruitment Plan, assisting appropriate District departments and schools sites with the implementation of the ALE Access and Recruitment Plan, and developing annual goals, in collaboration with relevant staff, for progress to be made in improving access for African American and Latino students, including ELL students, to all ALE programs. These goals shall be shared with the Plaintiffs and the Special Master and shall be used by the District to evaluate effectiveness.*
- b. By ~~July 1, 2013~~ October 1, 2013², the ALE Coordinator shall complete an assessment of existing ALE programs, resources, and practices in the District and by school site. This assessment shall include: (i) a review of the ALEs offered at each school; the number of students enrolled in each ALE program at each school (disaggregated by grade level, race, ethnicity, ELL status); and the resources available in each school for ALEs (e.g., part-time or full-time personnel assigned, annual budget); and (ii) a determination of what, if any, barriers there are for students at each school site to enroll in and successfully complete ALEs offered at each school site. The assessment shall include an analysis of the data and information gathered and findings, including whether African American and Latino students, including ELL students, have equitable access to ALEs, and recommendations regarding additional data that the District's data system should gather to track students' ALE access and participation.*

¹ This USP date was changed by agreement among the Special Master, counsel for plaintiffs, and the District. Although the District hired the ALE Director before July 1, 2013, she began work on July 1, 2013.

² This USP date was changed by agreement among the Special Master, counsel for plaintiffs, and the District. The District completed the ALE assessment by October 1, 2013.

- c. ~~By October 1, 2013~~ January 1, 2014³, the ALE Coordinator shall develop the ALE Access and Recruitment Plan, which shall include strategies to identify and encourage African American and Latino students, including ELL students, to enroll in ALEs; to increase the number of African American and Latino students, including ELL students, enrolling in ALEs; and to support African American and Latino students, including ELL students, in successfully completing ALEs. In developing this Plan, the ALE Coordinator shall take into account the findings and recommendations of the assessment of existing ALE programs, resources, and practices in the District and best practices implemented by other school districts.
- d. To recruit and encourage African American and Latino students, including ELL students, to apply for and enroll in ALEs, the ALE Access and Recruitment Plan shall include, but not be limited to, the following strategies:
 - (i) Developing accessible materials (e.g., informational booklets and DVDs, web pages, mailers) describing the District's ALE offerings by content, structure, requirements, and location;
 - (ii) Coordinating with the relevant administrator(s) at the Family Center(s) and in the District Office to distribute such materials to parents;
 - (iii) Holding community meetings and informational sessions regarding ALEs in geographically diverse District locations, coordinated with the Family Center(s), Multicultural Student Services, and any other relevant District departments;
 - (iv) Providing professional development to administrators and certificated staff to identify and encourage African American and Latino students, including ELL students, to enroll in ALEs; and
 - (v) Ensuring that there is equitable access to ALEs, including by: (I) assessing the feasibility of testing all students at appropriate grade levels and using multiple measures for selection to GATE and UHS; (II) increasing access to academic preparation programs such as AVID; and (III) eliminating barriers to ALE enrollment, including, as appropriate, providing weighted grades for pre-AP and AP students, offering free or reduced AP exam fees for low income students, offering to waive other participation fees for any ALEs, integrating AAC sessions into summer academies, and creating structures for peer mentoring and pairing, and the provision of resources for ALEs.
- e. The Plan shall include a complaint process to allow students and/or parent(s) to file complaints regarding practices that have the intent or effect of excluding students from enrollment, identification, admission, placement, or success in ALEs. The District shall disseminate information regarding this complaint process at all school sites, through the Family Center(s), at the District Office, and on the website.

³ This USP date was changed by agreement among the Special Master, counsel for plaintiffs, and the District. This deadline was extended again by a December 2, 2013 Court order to January 29, 2014, pursuant to a revised timeline for completion of plans proposed by the Special Master. Due to ongoing efforts on development of this plan (as well as others), the District requested the Special Master and counsel for plaintiffs to extend this date to March 3, 2014. This request has not yet been granted or denied.

f. *By January 1, 2014, the District shall implement the ALE Access and Recruitment Plan.*⁴

3. *Gifted and Talented Education (“GATE”) Services*

- a. *In developing the ALE Access and Recruitment Plan, the ALE Coordinator shall use the results of the assessment and analyses required by Section (V)(A)(2)(b) to*
 - (i) *Increase the number and percentage of African American and Latino students, including ELL students, receiving GATE services by improving screening procedures for GATE services and placement in GATE services to ensure that students are identified, tested, and provided with GATE services in a fair and nondiscriminatory manner that does not have an adverse impact on any student based on his/her race, ethnicity or English language proficiency;*
 - (ii) *Increase the number and quality of GATE offerings, as appropriate, to provide equal access and equitable opportunities for all students, including assessing the feasibility of adding or expanding GATE dual language programs;*
 - (iii) *Assess whether the implementation of GATE services at school sites (e.g., self-contained, pull-out, clustering, or resource-driven models) should be modified to increase access to GATE services and to avoid within-school segregation; and*
 - (iv) *Require all GATE teachers to be gifted-endorsed or to be in the process of obtaining gifted endorsement.*

4. *Advanced Academic Courses (“AACs”)*

- a. *In developing the ALE Access and Recruitment Plan, the ALE Coordinator or designee shall use the results of the assessments and analyses as required by Section (V)(A)(2)(b) to:*
 - (i) *Increase the number and percentage of African American and Latino students, including ELL students, enrolled in AACs by improving identification, recruitment, and placement to ensure that students have access to AACs in a fair and nondiscriminatory manner;*
 - (ii) *Increase the number of AAC offerings, as appropriate, to provide equal access and equitable opportunities for all students to participate in these courses, including expanding the number of AP courses offered at District high schools and the number of grades in which such courses are offered;*

⁴ This deadline to complete the Plan was extended by a December 2, 2013 Court order to January 29, 2014 pursuant to a revised timeline for completion of plans proposed by the Special Master. Due to ongoing efforts on development of this Plan (as well as others), the District requested the Special Master and counsel for plaintiffs to extend this date to March 3, 2014. This request has not yet been granted or denied.

- (iii) Improve the quality of Pre-AP and AP courses by making these courses subject to audit by the College Board; and (iv) Provide professional development to train all AAC teachers using appropriate training and curricula, such as that provided by the College Board; and*
- (iv) Provide professional development to train all AAC teachers using appropriate training and curricula, such as that provided by the College Board.*

5. University High School (“UHS”) Admissions and Retention

- a. By April 1, 2013, the District shall review and revise the process and procedures that it uses to select students for admission to UHS to ensure that multiple measures for admission are used and that all students have an equitable opportunity to enroll at University High School. In conducting this review, the District shall consult with an expert regarding the use of multiple measures (e.g., essays; characteristics of the student’s school; student’s background, including race, ethnicity and socioeconomic status) for admission to similar programs and shall review best practices used by other school districts in admitting students to similar programs. The District shall consult with the Plaintiffs and the Special Master during the drafting and prior to implementation of the revised admissions procedures. The District shall pilot these admissions procedures for transfer students seeking to enter UHS during the 2013-2014 school year and shall implement the amended procedures for all incoming students in the 2014-2015 school year.*
- b. The District shall administer the appropriate UHS admission test(s) for all 7th grade students. With a signed form from a parent, a student may opt out if they do not wish to compete for entrance to UHS. Before testing each year, the District shall send explanatory materials to 7th grade families to explain the purpose of the testing and requirements for enrolling at UHS. Such materials also shall be distributed through the Family Center(s) and made available on the District’s website.*
- c. The District shall require all counselors in all middle schools to review UHS admissions requirements with all students in 6th and the beginning of 7th grade and provide all students with application materials so that students may be aware of and prepare for the required tests in the spring of 7th grade and application in 8th grade; and*
- d. In addition to the outreach required by the ALE Access and Recruitment Plan, the District shall: conduct specific UHS-related outreach to students and parents about the program’s offerings; encourage school personnel, including counselors and teachers, through professional development, recognition, evaluation and other initiatives, to identify, recruit and encourage African American and Latino students, including ELL students, to apply; and provide assistance for African American and Latino students, including ELL students, to stay in and to be successful at UHS.*

OVERVIEW

USP

On July 1, 2013, the District hired Martha Taylor to serve as the Director of Advanced Learning Experiences (ALE). Her responsibilities include direction and oversight of all District Advanced Learning Experience programs and/or sites including gifted and talented education programs, advanced academic courses, our International Baccalaureate magnet schools, and University High School. Her prior experience in this area includes 15 years working in Gifted Education as both a teacher and administrator and six months working in ALE programs for TUSD. (*See her curriculum vitae, Appendix D.*)

The Unitary Status Plan (USP) directs the Director of Advanced Learning Experiences (ALE):

- 1) to review and assess the District's ALEs to determine what, if any, gaps in ALE access exist and what, if any, barriers there are for students at each school site to enroll in and successfully complete ALEs offered at each school site, and
- 2) to complete an Access and Recruitment Plan based on the findings of the initial review to assure equal access to ALEs by African American and Latino students, including ELL students, and to support their improved academic achievement in ALEs.

The USP identifies the three ALEs in TUSD:

- 1) the Gifted and Talented Education Program (GATE),
- 2) Advanced Academic Courses (AAC), and
- 3) University High School (UHS).

AACs are identified as Pre-Advanced Placement (referred to herein as "Honors" at the high school level, "Advanced" at the middle school level), and any middle school course offered for high school credit; Advanced Placement (AP) courses; Dual-Credit courses (courses offered for high school and college credit simultaneously); and International Baccalaureate (IB) courses.

ALE Review and Assessment

The ALE Review and Assessment was researched and written during the months of July through September of 2013 by Taylor and the ALE committee (completed by October 1, 2013), and was utilized as a basis for this Plan. To gather needed information, the District used several methods: 1) the District interviewed all high school, middle school, and K-8 principals regarding any perceived gaps and barriers at their schools; 2) the District interviewed all elementary school principals through email regarding any perceived gaps and barriers at their schools; and 3) the District collected data and analyzed existing District programs with the assistance of TUSD's

Desegregation Department. The recommendations discussed in detail in Section I below then were made based on information obtained and interpreted. .

Specific data collected and analyzed included ALE enrollment disaggregated by school, ethnicity and level (elementary, K-8, middle School and high school).⁵ In addition, for each elementary school, data was collected on that elementary school's participation in the following ALE programs: GATE, Pre-AP, HS Credit, AVID/IB/GATE cluster and total ALE programs. For each middle school, data was collected on that middle school's participation in the following ALE programs: GATE, Pre-AP, HS Credit and total ALE programs. For each high school, data was collected on that high school's participation in the following ALE programs: AP, GATE, Honors, Advanced, Dual-Credit, Dual-Language and total ALE programs.

ALE Access and Recruitment Plan

From July through December of 2013, the ALE committee and subcommittees met frequently to review data, analyze current District practices, and plan for more effective District practices in order to best provide access to and support in the District's ALEs for African American and Latino students, including ELL students. The subcommittee members were a combination of teachers, administrators, counselors, parents (UHS), and central office staff. (*See Appendix A*) The subcommittees included: Parent Complaint Process, Best Practices, Professional Development, GATE, Advanced Placement/Pre-AP, University High School (UHS), Dual Language, AVID, Algebra 1, and Recruitment. The Best Practices committee consulted with twelve experts through phone (11) and email (1) interviews. (*See Section VII, below*)

Based on this research and analysis, additional recommendations were made after October 1, 2013 that are in this Plan but were not in the initial ALE Review and Assessment.

Recommendations then were presented to 1) the ALE Committee and Subcommittees under the leadership of ALE Director Martha Taylor; 2) the Curriculum and Instruction Committee under the leadership of Assistant Superintendent Steve Holmes; and 3) the Business Leadership Team (BLT) and the Instructional Leadership Team (ILT) under the leadership of Deputy Superintendents Dr. Adrian Vega and Mr. Yousef Awaad. The recommendations in the plan are thus based on professional experience and judgment of school site administrators and staff, committee and subcommittee members, central District administrators, and the advice and guidance on best practices offered by the experts who were consulted.

Criteria

The USP identifies three broad areas that should be addressed in this plan, informing the plan's structure to address these three charges:

“the ALE Coordinator shall develop the ALE Access and Recruitment Plan, which shall include

⁵ Data was not disaggregated by grade level. Disaggregation reporting is not used where it would provide no meaningful information. The meaningfulness of disaggregation reporting depends on the number of data points (“N-size”) present in each disaggregated subgroup, or “cell.” Because disaggregating by grade level creates a very large report with a very small N-size (number of students in each disaggregation or cell), disaggregation based upon grade level would provide only meaningless data results.

- *strategies to identify and encourage African American and Latino students, including ELL students, to enroll in ALEs;*
- *to increase the number of African American and Latino students, including ELL students, enrolling in ALEs;*
- *and to support African American and Latino students, including ELL students, in successfully completing ALEs.” [V.A.2.c.][emphasis added]*⁶

The USP also requires that “practices in the District” [V.A.2.c.] be noted, and that requirement is also part of this plan’s structure, as noted in the “Current Practices” sections. Numerous other specific requirements for the individual ALEs also are required and these USP requirements are noted in this plan.

Implementation

The process for implementation of some of these recommendations began in the current school year (SY) of 2013-14; the remaining recommendations will be implemented over the next three year and evaluated yearly in an annual review. In addition, the ALE Department will continue to research best practices, seek resources, provide training, and recommend remedies to any current or newly identified barriers to full access to ALEs for African American and Latino students, including ELL students, and to support the improved academic achievement of these students.

DEFINITIONS

Unitary Status Plan (USP)	The USP is a (federal) court-mandated plan to guide TUSD in its efforts to achieve “unitary status” by eliminating the vestiges of the prior “dual” or segregated system to the extent practicable.
Parties and Special Master	The USP stems from a federal school desegregation court case called <i>Fisher-Mendoza v. TUSD</i> . The parties to the case include TUSD, two plaintiffs groups representing African American and Latino students respectively, and the United States of America, represented by the Department of Justice. There is a court-appointed “Special Master” who oversees implementation, including monitoring and reporting, on behalf of the federal court.
Advanced Learning Experiences (ALEs)	USP Section V(A) identifies TUSD’s ALEs as the GATE Program, Advanced Academic Courses (AP, Pre-AP, Dual-Credit, International Baccalaureate program [IB]), and University High School (UHS). The TUSD School Board added its Dual-Language program as an additional ALE. These are areas where there has been historically low African American and Latino student participation in comparison to the percentages of the TUSD as a whole.
Advanced Placement (AP)	AP classes are those that follow the proscribed AP curriculum from the College Board and are usually taught by a teacher who has had AP training. Students who take an AP class have the option of taking an end-of-year AP exam. If a student earns a three, four or five on this exam, most colleges and universities

⁶ References to other parts of the Plan are in parenthesis “()”. References to the USP are in brackets “[]”.

	will award college credit for that course. Per the College Board recommendation, all AP classes should be open to all students with no entrance requirements.
Advanced Academic Courses (AAC)	AACs are courses labeled Pre-AP (Advanced, Honors), Advanced Placement (AP), dual-credit, middle school courses for high school credit, and International Baccalaureate (IB) courses. They offer an enriched and/or accelerated academic curriculum.
Advancement Through Individual Determination (AVID)	AVID is an international program that is highly effective in providing academic support for underrepresented students with a college-preparatory focus.
Dual-Credit	Dual-Credit courses are those that offer students both high school and college credit when they successfully complete all requirements and are taught by a college-level instructor. The District's current partner institutions are Pima Community College and the University of Arizona.
Dual-Language	Students in this program develop the ability to speak, read, and write in English and Spanish. Instruction in core curriculum is provided by a bilingual education endorsed teacher, and all subjects are taught in English and in Spanish. The instruction includes: English Language Development (ELD) instruction for English Language Learners (ELLs); and Spanish as a Second Language (SSL) for English speakers. This program is offered at several elementary and K-8 schools as well as Pueblo High School. The self-contained GATE program includes a dual language component.
Gifted and Talented Education (GATE)	GATE classes are those being taught by a GATE endorsed teacher. They provide enrolled students with an enriched and accelerated academic curriculum and are taught using gifted strategies. The District offered five different types of GATE services, including a dual-language self-contained strand.
International Baccalaureate Programme (IB)	The IB is comprised of three separate programs in TUSD: the Primary Years Programme (PYP) at Robison ES and Safford K-8; the Middle Years Programme (MYP) currently at Safford K-8 and projected for Cholla HMS; and the Diploma Programme (DP) at Cholla HMS. Students who participate in the International Baccalaureate Diploma Program (IBDP) in their junior and senior years can earn the IB Diploma and university credits. Freshman and sophomore students at Cholla can take IB Prep courses to prepare them for the Diploma Programme.
Multi-Cultural Curriculum	Multi-Cultural Curriculum refers to District courses which integrate racially and ethnically diverse perspectives and experiences. The multicultural curriculum shall provide students with a range of opportunities to conduct research and improve critical thinking and learning skills, create a positive and inclusive

	climate in classes and schools that builds respect and understanding among students from different racial and ethnic backgrounds, and promote and develop a sense of civic responsibility among all students.
University High School (UHS)	UHS is an “exam school” in that students must apply and take an admissions exam in order to be considered for placement. The school offers a rigorous academic curriculum along with many support programs so students can successfully complete its course of study. UHS is a highly-ranked college-preparatory high school and is proud that virtually all of its students successfully graduate and are accepted at a four-year college or university.

EXECUTIVE SUMMARY

This Plan includes the following preliminary sections: USP Language; Overview; Definitions; and Executive Summary. The Plan includes the following main sections: (I) Findings and Recommendations of the ALE Review and Assessment; (II) Annual Goals and Progress Monitoring; (III) Student Identification and Recruitment; (IV) Increase Student Enrollment; (V) Student Support Strategies for Successful ALE Completion; (VI) Professional Development; and (VII) Best Practices: Consultation With Experts. Sections III, IV, and V, which address the three required areas outlined by the USP, each contain three subsections representing the District’s three ALEs (GATE, AACs, UHS), and include both Current Practices and Recommendations for Change for each ALE. Additionally, Section III includes information on Accessible Materials, and Section V includes information on Parent Outreach and a Parent Complaint Process.

Table of Contents

I. FINDINGS AND RECOMMENDATIONS OF THE ALE REVIEW AND ASSESSMENT	12
A. To increase ALE opportunities at District elementary and middle schools:	12
B. To increase the number of AP, AACs and dual-credit courses offered at District high schools:	12
C. To increase funding formulas for GATE FTEs:	12
D. To increase AAC participation:	12
E. To improve teacher training and preparation:	12
F. To support student academic preparation:	13
G. Parent outreach and Education:	13
II. ANNUAL GOALS AND PROGRESS MONITORING	13
A. GATE.....	14
B. AAC.....	14
C. UHS.....	15
III. STUDENT IDENTIFICATION AND RECRUITMENT.....	15
A. GATE.....	15
B. AAC (Pre-AP, AP, Dual-Credit, IB).....	18
C. University High School (UHS)	20
D. Accessible Materials for Recruitment into ALEs	22
IV. INCREASE STUDENT ENROLLMENT	23
A. GATE.....	23
B. AAC (Pre-AP, AP, Dual-Credit, IB).....	26
C. University High School (UHS)	28
V. STUDENT SUPPORT STRATEGIES FOR SUCCESSFUL ALE COMPLETION	28
A. GATE.....	28
B. AAC (Pre-AP, AP, Dual-Credit, IB).....	29
C. University High School (UHS)	31
D. Parent Outreach.....	32
E. Parent Complaint Process.....	33
VI. PROFESSIONAL DEVELOPMENT (for Spring 2014 and 2014-15 SY)	33
A. TUSD.....	34
B. College Board	34

C.	Phoenix Desert Institute (College Board approved)	34
VII.	BEST PRACTICES: CONSULTATION WITH EXPERTS	34
A.	Gifted education and underrepresented students	35
B.	Advanced Placement	35
C.	Detracking	35
D.	Equity in Education	36

I. FINDINGS AND RECOMMENDATIONS OF THE ALE REVIEW AND ASSESSMENT

“[T]he ALE Coordinator shall complete an assessment of existing ALE programs, resources, and practices in the District and by school site, which shall include strategies to identify and encourage African American and Latino students, including ELL students, to enroll in ALEs; to increase the number of African American and Latino students, including ELL students, enrolling in ALEs; and to support African American and Latino students, including ELL students, in successfully completing ALEs. ...”. [V.A.2.b.][emphasis added]

The following findings and recommendations were completed by October 1, 2013, as part of the ALE Review and Assessment. These recommendations are contained in the main body of this plan, along with other additional recommendations.

A. To increase ALE opportunities at District elementary and middle schools:

1. Increase AACs offered in middle schools that currently have few or none with particular attention paid to K-8 schools.
2. Implement Algebra 1 for high school credit at all District middle and K-8 schools.
3. Review testing and admission procedures for 1-5 GATE services.

B. To increase the number of AP, AACs and dual-credit courses offered at District high schools:

1. Reduce the disparity in number of AP courses offered at the high school level.
2. Create and implement AP Support Program at District high schools for AP recruitment and support of African American and Latino students, including ELL students, who enroll in these classes. This plan would include positive support structures, including an AP Coordinator, for these students to successfully enroll in and complete these classes.

C. To increase funding formulas for GATE FTEs:

1. Increase GATE funding for K-8 schools.

D. To increase AAC participation:

1. Eliminate entrance requirements for any Pre-AP/AP class at either the middle or high school level, although district-wide recommendations can be used.

E. To improve teacher training and preparation:

1. Provide District-wide professional development on relevant topics including teaching strategies for AACs; content area expertise; recognizing and eliminating unconscious teacher bias; recognizing and eliminating classroom culture of low expectations and the resultant lack of rigor; identification of highly capable students; culturally responsive teaching practices; teaching strategies that are inclusive of the African American and Latino experience; College Board test preparation and use of data to support student achievement of African American and Latino students.

F. To support student academic preparation:

1. Increase number of teachers highly-qualified to teach math (Algebra 1) by providing incentives for earning highly-qualified math endorsement.
2. Increase number of GATE endorsed teachers by providing free summer training.
3. Enforce certification requirements for all teachers in self-contained gifted programs, including Gifted Dual Language program.
4. Expand the AVID program and hire an AVID Coordinator to assist the ALE Director in this expansion.
5. Work with Transportation to provide: transportation to schools with AAC options that students request; after-school activity busses for schools that provide enrichment and/or support classes for students who enroll in AACs.

G. Parent outreach and Education:

1. Provide parent outreach and education through partnerships with school and community organizations to inform parents of the benefits of ALEs and to encourage their support of students' participation.

II. ANNUAL GOALS AND PROGRESS MONITORING

The ALE Coordinator shall have responsibility for: ... developing annual goals, in collaboration with relevant staff, for progress to be made in improving access for African American and Latino students, including ELL students, to all ALE programs. These goals shall be shared with the Plaintiffs and the Special Master and shall be used by the District to evaluate effectiveness. [V.A.2.a][emphasis added]

In creating annual goals for progress monitoring, the District has used the “20% Rule”, which was presented by Donna Ford, Ph.D. of Vanderbilt University to the United States District Court For The Northern District Of Illinois Eastern Division in *Mcfadden v. Board of Education for Illinois School District U-16*. Dr. Ford further explains the rule and how it should be used in districts working to eliminate discrimination in her book, *Recruiting and Retaining Culturally Different Students in Gifted Education* (2013).

In that book, Dr. Ford offers a relatively simple rule for identifying discrimination in the data. According to her, discrimination may be occurring if any subgroup has a participation rate in something deemed desirable (like ALEs) that is 20% less than their enrollment rate in the district. “For example, if Black students are 10% of a school district, then they should be at least 8% of ALEs... If Hispanic students are 40% of a school district, then they should be at least 32% of ALEs).” Thus, goals in this plan will be designed to increase all minority subgroup to a <20% threshold within five years, using SY 2012-13 as the baseline year for both White and minority subgroups.

A. GATE

The District's goal is to increase the number of students receiving GATE services for all five GATE areas combined (Primary Push-In, Intermediate Pull-Out, Clustering, Resource, and Self-Contained). Specifically, the District's goal is to increase participation rates for African-American students by 0.19 percent each year and Latino students by 0.29 percent a year. These goals will be evaluated and adjusted annually based on the SY 2013-14 data.

Gifted And Talented Education (GATE)						
Year	White	African American	Hispanic	Native American	Asian Pacific American	Multi Racial
Yearly Increase Goal*		+0.19%	+0.29%			
2012-13 Enrollment	23.8%	5.8%	61.8%	3.9%	2.4%	2.8%
DFGoal (2017-18)	**	4.64%	49.44%	**	**	**
2012-13	38.0%	3.7%	48.0%	2.2%	3.1%	5.0%
2013-14		3.89%	48.29%			
2014-15		4.03%	48.58%			
2015-16		4.21%	48.86%			
2016-17		4.43%	49.15%			
2017-18		4.64%	49.44%			

*Based on increasing minority representation to achieve goal.

**Not computed for these subgroups for this year

B. AAC

The District's goal is to increase the number of students enrolled in AACs. Specifically, the goal is to increase participation rates for African-American students by .09 percent each year. This goal will be evaluated and adjusted annually based on the SY 2013-14 data.

Advanced Academic Courses (AAC)						
Year	White	African American	Hispanic	Native American	Asian Pacific American	Multi Racial
Yearly Increase Goal*		+.09%	**			
2012-13 6-12 Enrollment	25.2%	6.2%	59.6%	3.7%	2.8%	2.4%
DF Goal (2017-18)	**	4.96%	47.68%	**	**	**
2012-13	30.5%	4.5%	56.2%	2.6%	3.7%	2.5%
2013-14	**	4.59%	**	**	**	**
2014-15	**	4.68%	**	**	**	**

2015-16	**	4.78%	**	**	**	**
2016-17	**	4.87%	**	**	**	**
2017-18	**	4.96%	56.2%	**	**	**

*Based on increasing minority representation to achieve goal.

**Not computed for these subgroups for this year

C. UHS

Notice that Dr. Ford's formula is not used for UHS, because the UHS percentages reported are not percentages of the District enrollment, but percentage of UHS enrollment (this is because a large number of UHS students are not drawn from District enrollment, making this an invalid statistic). Because White students already comprise greater than 50% of UHS enrollment, we cannot set goals that all the other subgroups will raise to 40% or better of total UHS enrollment as all of the percentages must add up to 100%. Accordingly, the goal is to increase UHS enrollment for African-American students by 1 percentage point each year, and Latino students by 2 percentage points each year. These goals will be evaluated and adjusted annually based on the SY 2013-14 data.

III. STUDENT IDENTIFICATION AND RECRUITMENT

Strategies to identify and encourage African American and Latino students, including ELL students, to enroll in ALEs. [V.A.2.c.][emphasis added]

A. GATE

1. Current GATE Services and Assessments: Five types of GATE services are currently offered in TUSD, each with its own method of student assessment. (*See Appendix B.*)
 - a. Current TUSD GATE Services
 - 1) GATE Self-Contained: This service currently is offered at five elementary schools and three middle schools in first through eighth grades. It provides instruction in all core academic subjects from a GATE endorsed teacher; all students are placed in this program based on assessment scores.
 - 2) GATE Self-Contained Dual-Language: This service currently is offered at Hollinger K-8 in first through fifth grades, and at Pistor Middle School in sixth through eighth grades. Instruction is provided in both English and Spanish with the ultimate of goal of student fluency in both languages. The program at Hollinger is open to all students in TUSD regardless of feeder pattern; the Pistor program is offered to those students who are in the Pistor GATE feeder pattern.
 - 3) GATE Itinerant Pull-Out: These pull-out services are offered at all elementary and K-8 schools for first through fifth grades. Identified students are “pulled” from their regular class and meet with other identified students and a

GATE endorsed teacher to receive weekly services in sessions that range from 45 to 60 minutes.

- 4) GATE Resource: These services, for students in sixth through twelfth grades, provide a GATE class that can be either a core content area class or an enrichment class. At the high school level, most schools offer a Freshman Humanities course and a few high schools offer a GATE course at Sophomore through Senior levels. The majority of students in these classes, at both the middle and high school level, are placed based upon a combination of grades, AIMS, benchmarks scores and teacher recommendations, rather than test scores.
- 5) GATE Cluster Program: This program was established in 2011-2012 SY and is currently offered at twelve elementary and two K-8 schools for students in first through fifth grades. The model requires a GATE-endorsed teacher at each grade level and the students in each class are a mixture of traditional education students and GATE-Identified students. The GATE students also receive pull-out GATE services of up to three hours per week.

b. Current TUSD GATE Assessments

- 1) Otis Lennon School Ability Test (OLSAT): This assessment is used with kindergarten students for first grade placement.
- 2) Cognitive Abilities Test (CogAT): This assessment is used with students in first through eighth grades.
- 3) Raven: This non-verbal assessment is used with students in first through seventh grades.

2. Current GATE Identification and Recruitment Strategies

a. In the 2013-14 SY, the following recruitment strategies were implemented (all printed and web materials are available in English and Spanish):

- 1) The GATE office sent a postcard to all students in TUSD (except those already enrolled in a GATE program) inviting them to take the test for GATE placement. (*See Appendix C.*)
- 2) The GATE office met and collaborated with all Learning Support Coordinators (LSC) to enlist their help with recruitment at sites.
- 3) LSCs and GATE itinerant teachers provided support for site recruitment efforts.
- 4) The GATE office met with LSCs regarding recruitment information and dissemination.
- 5) Posters with information about GATE testing were sent to all schools and posted on District web sites.

- 6) The GATE Coordinator sent informational e-mails to principals regarding recruitment for GATE testing.
 - 7) African American Student Services (AASS) and Mexican American Student Services (MASS) contacted parents of students eligible to participate in GATE programs to encourage enrollment.
3. Recommendations for GATE Identification (over three school years)
Increase the number and percentage of African American and Latino students, including ELL students, receiving GATE services by improving screening procedures for GATE services and placement in GATE services to ensure that students are identified, tested, and provided with GATE services in a fair and nondiscriminatory manner that does not have an adverse impact on any student based on his/her race, ethnicity or English language proficiency.
[V.A.3.a.i.][emphasis added]
 - a. Modify Assessments Used
 - 1) Eliminate use of the OLSAT.
 - 2) Require the CogAT 7 as the only acceptable version of the CogAT.
 - 3) Designate, after further study, a new non-verbal assessment, other than the RAVEN, to potentially identify more African American and Latino students, including ELL students.
 - 4) Self-Contained and Itinerant Pull-Out Services.
 - Study and possibly implement use of multiple measures, including the use of nontraditional student qualifying criteria and/or non-cognitive measures, in addition to verbal and non-verbal cognitive assessments.
 - 5) Self-Contained Dual-Language
 - Conduct a pilot with ELL students of Spanish language tests for giftedness including: Hispanic Bilingual Gifted Screening Instrument – (HBGSI), CogAt 7-Spanish, and/or the Differentiated Observation Scale (DOS).
 - Select and implement the most effective gifted assessments for Spanish-speaking ELL students
4. Recommendations for GATE Recruitment (over three school years)
 - a. Continue use of GATE postcard sent to all TUSD students (except those already enrolled in a self-contained GATE program) inviting recipients to take the GATE placement assessments.
 - b. Designate a contact person for all GATE recruitment information.

- c. Implement a series of workshops for designated staff on GATE identification, recruitment, placement and retention.
- d. Request that schools duplicate the information flyer on GATE testing for each child at the school and send it home with students (as a second tier effort beyond the postcard).
- e. Request that principals include recruitment information from the GATE office in their newsletters home.

B. AAC (Pre-AP, AP, Dual-Credit, IB)

1. Current AAC Identification and Recruitment Strategies

a. AAC

- 1) Different identification policies for recruitment and enrollment/placement are in effect at District middle and high schools for AACs. Some schools use identification methods including course grades, state-standardized scores, benchmark testing, and teacher recommendations. Other schools allow student or parent choice for placement.
- 2) A mailing is sent to all TUSD eighth grade students with full information about the District's various ALEs.
- 3) Schools hold elective fairs at their sites to promote and recruit students for various courses, including AACs.
- 4) Individual teachers promote their own individual AACs through classroom visits and promotional activities.

b. Pre-AP

- 1) These courses are currently offered at the middle and high school level under the designations of Honors, Advanced, Accelerated, and Pre-AP.
- 2) Students are placed in these classes based on a combination of benchmark tests, AIMS, grades, and teacher recommendation as determined by each site.

c. Advanced Placement (AP)

- 1) Counselors sometimes use AP Potential List to identify possible enrollees for AP courses.
- 2) Counselors sometimes use Student Interest Inventories (e.g. ACT Potential, True Colors, ECAP) to determine student interest and aptitude for appropriate course sequencing.

d. International Baccalaureate

- 1) At Cholla High School the IB program is open to any interested student.
- 2) At Cholla High School all incoming 8th grade students identified by the District as having ALE potential were placed in IB courses.
- 3) At Robison K-5 and Safford K-8, all enrolled students are part of the IB program and follow its curriculum. In addition, at Safford K-8 there is an Advanced track within the 6-8 IB curriculum. At Cholla High Magnet, IB classes are open to any interested students. All three schools actively recruit for their school magnet programs.
- 4) IB on-site visits are conducted at middle and K-8 schools to inform all students about the IB option in the District. In addition, community events and parent nights are conducted throughout the District. *(See Appendix F.)*
- 5) All entering Cholla freshmen students are given information about the IB Program during the school's June Freshman Academy.

e. Dual Credit

- 1) Dual Credit courses are open to any student who fulfills the entrance requirements of the institute offering the college credit. However, dual credit courses are not offered at every District high school, and recruitment efforts at District schools vary by site.

2. Recommendations for AAC Identification and Recruitment (over three school years)

Increase the number and percentage of African American and Latino students, including ELL students, enrolled in AACs by improving identification, recruitment, and placement to ensure that students have access to AACs in a fair and nondiscriminatory manner; [V.A.4.a.i.][emphasis added]

a. AAC - General recommendations for all AACs

- 1) Provide professional development for designated staff regarding identification of students for AACs including issues of equity, cultural relevance, and the value of AACs for all students.
- 2) Discuss the open access philosophy with current and prospective AAC teachers. Ensure that all AAC teachers in these courses support this policy and support success for all students. Consider adapting the teacher agreement from Advanced Kentucky to use with administrators and AAC teachers. *(See Appendix G.)*
- 3) Distribute new AAC recruitment flyers created for interested students and parents, specifically targeting African American and Latino students, including ELL students. *(See Appendix H.)*

- b. Pre-Advanced Placement (Pre-AP)
 - 1) Require middle and high schools to promote TUSD's commitment to open access for Advanced and Honors courses through school assemblies, registration fairs, and/or classroom visits.
 - 2) Distribute new AAC recruitment flyers created for interested students and parents. *(See Appendix H.)*
- 3) c. Advanced Placement (AP)
 - 1) Require high schools to promote the College Board and TUSD commitment to open access for AP courses through school assemblies, registration fairs, and/or classroom visits.
 - 2) Distribute new AP recruitment flyers created for interested students and parents. *(See Appendix I.)*
- c. International Baccalaureate (IB)
 - 1) Increase IB education efforts at the school, District and community level regarding the continuum of IB programs available in TUSD and its open access policy for all students.
 - 2) Increase IB education and outreach efforts at Cholla High School by increased information sessions at registration and through classroom visits.
 - 3) Increase effectiveness of IB partnerships with the District's Departments of Equity, Culturally Relevant Pedagogy and Instruction and Multicultural Curriculum.
 - 4) Distribute new IB recruitment flyers created for interested students and parents. *(See Appendix J.)*
- d. Dual Credit
 - 1) Require all District high schools to actively advertise and recruit students for Dual-Credit courses.

C. University High School (UHS)

- 1. Current UHS Identification and Recruitment Strategies
 - a. UHS Identification
 - 1) The identification of students is addressed in the UHS Admissions Plan. *(See Appendices S, T, U.)*
 - b. UHS Recruitment
 - 1) Student-Parent Informational meetings are held throughout the District. *(See Appendix K.)*

- 2) An eighth grade mailing is sent to all TUSD families about the District's ALEs with inserts of specific UHS admissions information.
 - 3) Annual visits to various TUSD middle schools are conducted by the school's LSC to educate students about the admission process and requirements with a focus on sixth and seventh grade students.
 - 4) Site visits are conducted by the school's LSC to all TUSD middle schools and various non-TUSD schools.
 - 5) Information session and training on admissions is held at LSC/Counselor Breakfast and all middle schools counselors and LSCs are invited to attend.
 - 6) An annual Multicultural Breakfast is held; Multicultural Student Services and the UHS LSC provide information about the District support services and increasingly diverse community at UHS.
 - 7) Campus tours for potential students and parents are provided.
 - 8) A Freshman Orientation Night is held for all students qualified and invited to attend UHS in order to expose students to the school and its offerings and to recruit students who have not yet accepted the invitation for admission.
 - 9) Recruitment follow-up with qualified candidates through personal contact is conducted with targeted efforts for African American and Latino students who have qualified and not accepted admission.
2. Recommended Additional UHS Identification and Recruitment Strategies (over three school years)
- The District shall: conduct specific UHS-related outreach to students and parents about the program's offerings; encourage school personnel, including counselors and teachers, through professional development, recognition, evaluation and other initiatives, to identify, recruit and encourage African American and Latino students, including ELL students, to apply; [V.A.5.d.][emphasis added]*
- a. Identification
- 1) Test every seventh grader in TUSD, beginning in the Spring of 2014, on the CogAT 7 to identify students with potential for UHS admission.
 - 2) Conduct specific outreach in eighth grade to those students identified through the seventh grade CogAT testing. This outreach shall include sending explanatory materials before testing each year to seventh grade families to explain the purpose of the testing and requirements for enrolling at UHS. Such materials also shall be distributed through the Family Center(s) and made available on the District's website
 - 3) Require counselors in all middle schools to review UHS admissions requirements with all students in sixth and the beginning of seventh grade and provide all students with application materials so that students may be aware

of and prepare for the required tests in the spring of seventh grade and application in eighth grade.

b. Recruitment

- 1) Require all designated staff to attend the annual information session and training on Admissions at the UHS Information Breakfast and the annual Multicultural Breakfast.
- 2) Target outreach to African American and Latino students, including ELL students, through interest-based mentorship programs with community professionals.
- 3) Write Parent Handbook for middle school families to provide strategies to support student enrollment in ALEs, including UHS.
- 4) Hold workshops or present at district monthly meetings about the UHS admissions and identification process.

D. Accessible Materials for Recruitment into ALEs

1. Current Accessible Materials for ALEs - created in 2013-20154 SY
 - a. ALE brochure in English and Spanish describing all the TUSD options and distributing District-wide. *(See Appendix L.)*
 - b. ALE flyers for students encouraging them to take ALEs (AP, AAC, IB). *(See Appendices H, I, J.)*
 - c. ALE flyer for parents explaining their role in supporting their students who are interested in enrolling in ALEs. *(See Appendix M.)*
 - d. Updated District ALE website
 - e. Updated High School Course Catalog
2. Recommendations for Accessible Materials for ALEs (over three school years)
Developing accessible materials (e.g., informational booklets and DVDs, web pages, mailers) describing the District's ALE offerings by content, structure, requirements, and location; [V.A.2.d.i.][emphasis added]

Coordinating with the relevant administrator(s) at the Family Center(s) and in the District Office to distribute such materials to parents; [V.A.2.d.ii.][emphasis added]

- a. Create ALE Policy Manual outlining policies for student participation and retention in TUSD's ALEs.
- b. Coordinate with School Community Services, African American Student Services, Mexican American Student Services, and Language Acquisition Department to distribute newly-created materials and to include information about District ALEs in their outreach efforts.

IV. INCREASE STUDENT ENROLLMENT

Strategies to . . . increase the number of African American and Latino students, including ELL students, enrolling in ALEs. [V.A.2.c.][emphasis added]

A. GATE

1. Current Strategies to Increase Enrollment
 - a. GATE recruitment mailing sent to all TUSD students giving information about TUSD GATE programs and encouraging all students to take the GATE assessment.
 - b. Individual recruitment information sent to identified students from African American Students Services (AASS) and Mexican American Student Services (MASS).
 - c. Personal outreach to identified students made by African American Students Services (AASS) and Mexican American Student Services (MASS).
 - d. School-wide and personal outreach at school sites encouraging enrollment in AACs.
 - e. Use of non-verbal assessment (RAVEN)
2. Recommendations to increase the number and availability of GATE services (over three school years)

Increase the number and quality of GATE offerings, as appropriate, to provide equal access and equitable opportunities for all students, including assessing the feasibility of adding or expanding GATE dual language programs; [V.A.3.a.ii.] Assess whether the implementation of GATE services at school sites (e.g., self-contained, pull-out, clustering, or resource-driven models) should be modified to increase access to GATE services and to avoid within-school segregation; [V.A.3.a. iii.]

- a. Provide itinerant GATE services for sixth through eighth grade students in K-8 schools.
- b. Offer at all high schools one freshman and one sophomore-level GATE course.
- c. Study for possible implementation: Kindergarten Push-In Itinerant Services:
 - 1) Expand GATE services to include all kindergarten students.
 - 2) Provide thirty minute weekly lesson from a gifted endorsed teacher stressing critical thinking, creative thinking, and problem-solving skills.
- d. Study for possible implementation: Primary Push-In Itinerant Services:
 - 1) Provide services to all students in first grade except those in self-contained GATE.
 - 2) Provide forty-five minute weekly lesson from a gifted endorsed teacher stressing critical thinking, creative thinking, and problem-solving skills.
- e. GATE Resource (sixth through eighth grades)
 - 1) Provide an enrichment GATE class at every middle and K-8 school. (*See Appendix E.*)
 - 2) Provide a gifted endorsed teacher who will implement a curriculum based on critical thinking, creative thinking, and problem-solving skills.
 - 3) Utilize placement criteria based on grades, AIMS, benchmark testing, teacher recommendation, and/or GATE testing scores.
- f. GATE Dual-Language
 - 1) Increase number of students at the Hollinger K-8 GATE Dual-Language Program by implementing the following:
 - Change assessments and qualifying criteria for Spanish-Speaking ELL students.
 - Create and implement effective marketing strategies at the school and District level by doing the following: a) school communicates and collaborates with designated staff to disseminate flyers and brochures with information about the Dual-Language GATE program; and b) the District revises GATE placement letter to include information about dual-language program options.
 - Use Pueblo Warrior Radio for a Public Service Announcement regarding dual-language GATE program.
 - Discuss with Transportation the possibility of implementation of an Express bus to decrease student travel time to dual-language schools.

- 2) Open the Pistor Dual-Language GATE program to students from across the District, regardless of the GATE feeder pattern. Any student requesting this placement must meet the minimum requirements for the District's Two Way Dual Language Entrance Criteria (TWDL).
3. Recommendations to increase the quality of GATE services (over three school years)
 - a. Require that all teachers assigned to a GATE classroom have a gifted endorsement (provisional or permanent).
 - b. Provide thirty hours of professional development in gifted strategies through a free GATE Summer Institute for teachers annually.
 - c. Provide professional development for GATE itinerant teachers on embedding critical thinking, creative thinking and problem-solving skills in their curriculum.
 - 1) Collaborate with the Multi-Cultural Department to incorporate culturally sensitive materials and strategies into the GATE itinerant curriculum.
 - 2) Write gifted curriculum and lessons based on Arizona Standards for College and Career Readiness kindergarten standards.
 - d. Provide professional development on strategies outlined in *Infusing the Teaching of Critical and Creative Thinking into Content instruction; A Lesson Design Handbook for Elementary Grades*. Review for effectiveness and implement modifications as necessary.
 - e. Provide professional development on culturally relevant teaching practices and multi-cultural education (see Section XII in this plan).
 - f. Provide support and time for horizontal and vertical articulation among GATE teachers across the District, particularly at transition grade-levels (fifth to sixth and eighth to ninth grades).
 - g. Update the GATE Teacher Handbook to provide accurate and timely information to GATE teachers.
 - h. Provide financial assistance, through the Language Acquisition Department based on budget availability, to teachers willing to complete GATE and Bilingual endorsements.

B. AAC (Pre-AP, AP, Dual-Credit, IB)

1. Current AACs
 - a. High schools and middle schools increase or reduce their number of AACs based on student interest and enrollment.
 - b. Schools attempt to increase AACs by hiring procedures that identify highly-qualified teachers in the areas needed for course expansion.
 - c. Over the last three years, the number of sections of IB courses has increased and thus the number of seats available.
 - d. All middle schools (6-8) offer Algebra 1 for high school credit. However, only three of fourteen of the District's K-8 schools offer this course, which is a gateway course into AACs in high school and which also affects college enrollment and completion.
2. Recommendations to Increase AAC Offerings (over three school years)

Increase the number of AAC offerings, as appropriate, to provide equal access and equitable opportunities for all students to participate in these courses, including expanding the number of AP courses offered at District high schools and the number of grades in which such courses are offered; [V.A.4.a.ii.][emphasis added]

 - a. AAC - General recommendations for all AACs
 - 1) Open all AAC classes to any interested student at both the middle and high school levels. Teachers/administrators may utilize AAC Student Guidelines to discuss placement with an interested student or parent.
 - 2) Work to equalize access to technology at District middle and high schools.
 - 3) Increase number of teachers highly-qualified to teach math by providing incentives for earning highly-qualified math endorsement.
 - 4) Increase effectiveness of partnerships with the District's Departments of Equity, Culturally Relevant Pedagogy and Instruction and Multicultural Curriculum.
 - b. Pre-AP (Advanced, Honors)
 - 1) Eliminate in the District High School Course Catalog all Honors course prerequisites unless it is a content requirement (Algebra 1 before Honors Algebra 2).
 - 2) Offer an "Advanced" class in language arts and math in sixth through eighth grades.

- c. Algebra 1
 - 1) Provide an Algebra 1 class for all qualified eighth grade students.
 - 2) Work with the University of Arizona to recruit and retain mathematics teachers through collaboration with its SAINT program (Southern AZ Inducting New Teachers (SAINT)), a program that recruits college graduates and mid-career professionals to teach in high-needs schools.
 - d. Advanced Placement (AP)
 - 1) Expand the number of AP courses offered at the high school level, focusing on AP courses that are high-interest for African American and Latino students, including ELL students. Initially, all high schools will offer Spanish Lang & Culture, World History, English Language (first course), and Biology. Subsequently, all high schools will also offer Spanish Literature, English Literature (second course), Psychology, Human Geography, U.S. History and Studio Art.
 - 2) Eliminate in the District High School Course Catalog all AP course prerequisites unless it is a content requirement (Calculus AB prior to Calculus BC).
 - 3) Provide professional development to designated staff to consistently and more effectively use the AP Potential list for student recruitment.
 - e. Dual Credit
 - 1) Work towards all high schools being able to offer at least one dual-credit course in a core academic area.
3. Recommendations to increase the quality of instruction in AAC classes (over three school years)
- a. Provide a free Summer Institute for teachers assigned to teach an English/Language Arts or math Advanced or Honors class at the middle school or high school level in order to provide training and strategies for teaching an accelerated curriculum, including issues related to culturally relevant and/or multi-cultural curriculum.
 - b. Require all teachers to attend a College Board approved AP training (e.g. Summer Institute) in the AP course being taught within three years of teaching the class.
 - c. Work towards implementing the IB Middle Years Program (MYP) for ninth and tenth grades at Cholla High School.
 - d. Explore the possibility of writing curriculum or incorporating elements of the Culturally Relevant Curriculum and/or the Multi-Cultural Curriculum into IB, Honors, and/or Advanced courses.

C. University High School (UHS)

The admission of students is also addressed in the UHS Admissions Plan. (*See Appendix S for the UHS Admissions Plan developed by the District, see Appendix T for development of the District's UHS Admissions Plan.*) The District's UHS Admissions plan is not currently in effect. The Special Master did not approve the District's UHS Admissions Plan and proposed his own alternative plan for UHS admissions. A final determination of whether the District's plan or the Special Master's plan will be implemented is the subject a pending appeal filed by the District defending the District's UHS Admissions Plan. There is a Court-ordered interim UHS Admissions Plan in effect pending the outcome of the appeal that is applicable to the 2014-2015 school year. (*See Appendix U.*)

1. Current UHS Enrollment

- a. Pilot non-cognitive short-answer questions as part of the admissions process for the 2014-2015 freshman class.

2. Recommendations for Future UHS Enrollment (over three school years)

The District shall review and revise the process and procedures that it uses to select students for admission to UHS to ensure that multiple measures for admission are used and that all students have an equitable opportunity to enroll at University High School. [V.A.5.a.][emphasis added]

- a. Pilot a motivation assessment with current 8th graders in the spring of 2014 for possible implementation in admissions for the 2015-16 SY.
- b. Analyze results of short-answer essay question process piloted in January of 2014. Continue use of these questions if it is determined that the process was successful in identifying more qualified African American and Latino students, including ELL students, for UHS admission.
- c. If necessary, based on the results of the evaluation of the short answer essay question process, the District will investigate use of other alternative non-cognitive identifiers for possible additions to the UHS admissions process.

V. STUDENT SUPPORT STRATEGIES FOR SUCCESSFUL ALE COMPLETION
Strategies to . . . support African American and Latino students, including ELL students, in successfully completing ALEs. [V.A.2.c.][emphasis added]

A. GATE

1. Current GATE Support Strategies

- a. Summer Enrichment Programs are held at various sites for students new to middle school GATE focusing on math, language arts and organizational skill-building through enrichment projects.
 - b. Shadow Visits are held that allow students to experience and enjoy a day at elementary and middle school self-contained GATE programs.
 - c. “Buddy” students are assigned to students new to self-contained GATE to help them adjust to the new GATE environment.
 - d. A GATE Core Enrichment class for academic support and enrichment activities is provided at various sites.
 - e. Tutoring support before and after school is provided by teachers at various sites.
 - f. Tutoring support is available through Language Acquisition for Spanish-Speaking ELL GATE students.
 - g. In-class ELD instruction is provided for Spanish-Speaking ELL GATE students by Language Acquisition.
2. Recommendations for Additional GATE Support Strategies (over three school years)
 - a. Adopt all of the above “Current” practices at all schools that provide GATE services.
 - b. Provide quarterly parent education program by the GATE and Language Acquisition Departments on social/emotional/academic needs of students in a gifted program.
 - c. Assign teacher mentor at each self-contained site to work with any African American or Latino student based on parent, student or teacher request. Mentors should ideally also be African American and/or Latino.
 - d. Implement instructional resources and supplemental materials appropriate for Dual-Language GATE classes, in both English and Spanish, provided by the Language Acquisition Department.
 - e. Provide a selection of GATE Literacy Kits in Spanish.

B. AAC (Pre-AP, AP, Dual-Credit, IB)

1. Current AAC Support Strategies
 - a. AVID (Advancement Via Individual Determination): This highly-regarded college preparatory support program is currently in place at three high schools (Cholla, Pueblo, and Palo Verde) and their feeder middle schools (Valencia, Secrist, Booth-Fickett). (*See Appendix N.*)
 - b. Some high schools have conference or tutoring time available for students enrolled in AACs, before, during and after school.

- c. IB high school teachers provide tutoring on a weekly basis and require a parent-student conference, along with AASS and MASS representatives, if a student requests to leave the IBDP.
 - d. IB Summer Academy is provided for incoming juniors and seniors.
 - e. Magnet Coordinator at Cholla tracks all IB magnet students for progress in academics, attendance and behavior and involves parents and students in her findings.
2. Recommendations for Additional AAC Support Strategies (over three school years)
- a. AAC - General recommendations for all AACs
 - 1) Expand AVID: Create a plan that outlines how this expansion could take place over a multi-year period.
 - 2) Distribute newly-written Student and Parent Guidelines for Successful Completion of AACs to designated staff to share with students and parents. *(See Appendices H, I, J, M.)*
 - 3) Implement AAC Student Support Plan training on all high school campuses. *(See Appendix O.)*
 - 4) Work with Transportation to provide, as necessary, after-school activity busses for schools that provide after-school support services for students who enroll in AACs.
 - b. Pre-AP (Advanced, Honors)
 - 1) Provide weighted grades (.5 additional grade point) for Honors high school courses.
 - c. Advanced Placement (AP)
 - 1) Implement AP Support Program for AP recruitment and support of African American and Latino students, including ELL students, at all high schools. This plan includes an AP Coordinator position at each site who will implement support services for these students to successfully enroll in and complete AP classes. *(See Appendix P.)*
 - 2) Provide before and/or after school tutoring in math and writing.
 - 3) Encourage all students who take an AP class to take the AP final exam. Educate students, parents and AP teachers as to the benefits of taking the final AP exam.
 - 4) Offer AP students exam preparation classes.
 - 5) Pay AP fees for identified low-income students.
 - 6) Waive other participation fees for any AAC for identified low-income students.

- 7) Distribute newly-written Student and Parent Guidelines for Successful Completion of AP courses to designated staff to share with students and parents. (*See Appendices H, I, J, M.*)
- d. International Baccalaureate
 - 1) Create a Parent Cohort for the IB Program that would provide education and information about a parent's role in supporting an IB student.

C. University High School (UHS)

- 1. Current UHS Academic and/or Social/Emotional Support Strategies
 - a. Conference time is provided during school day for teacher-led tutoring two mornings a week.
 - b. After-school tutoring is provided in math, English and science.
 - c. Open and supervised computer lab is available after school for writing support, college application and funding guidance, and online courses.
 - d. Math Centers are available, which are Response to Intervention courses for students struggling in math.
 - e. Writing Centers are available, which are Response to Intervention courses for students struggling in English.
 - f. Student Instructors are a peer teaching support model used in larger classes with teacher guidance to assist other students.
 - g. Penguin to Penguin is a peer mentor program where freshman students are paired with juniors and seniors based on mutual interests in order to support a successful transition to UHS.
 - h. BOOST is a summer program for incoming freshman to support their transition from middle to high school.
 - i. Tutoring services with a math and science focus are provided by Mexican American Student services.
 - j. Student Tutoring Club provides support for students in all core content subject areas.
 - k. A UHS Summer School offers the opportunity to take UHS-specific math and/or health classes.
- 2. Recommendations for Additional UHS Support Strategies (over three school years)

The District shall... provide assistance for African American and Latino students, including ELL students, to stay in and to be successful at UHS. [V.A.5.a.]

 - a. Offer Science Centers (a course for students struggling in science as part of UHS' Multi-Tier System of Support, MTSS).

- b. Offer BOUNCE, a summer science and math intervention for sophomore students.
- c. Offer BLAST, a summer support program for juniors.
- d. Expand after-school tutoring services.
- e. Offer Fast and Furious, an after-school study skills course for struggling students.
- f. Offer additional tutoring support from African American Student Services and Mexican American Students Services.
- g. Provide city bus passes to support student attendance at before and/or after-school academic support services.

D. Parent Outreach

1. GATE

- a. Current GATE Parent Outreach (at various sites)
 - 1) Title 1 District Advisory Council (DAC) – presented on ALEs in TUSD. (10-15-13)
 - 2) GATE Self-Contained Program Open House for newly-invited students and parents
 - 3) Parent “Meet and Greet” shortly after school begins
 - 4) Grade-level parent liaisons
 - 5) Regular parent meetings held by GATE counselor/administrator
- b. Recommendations for Additional GATE Parent Outreach (over three school years)

Holding community meetings and informational sessions regarding ALEs in geographically diverse District locations, coordinated with the Family Center(s), Multicultural Student Services, and any other relevant District departments;
[V.A.2.d.iii.][emphasis added]

 - 1) Adopt all of the above “Current” practices at all schools that provide GATE services.
 - 2) Provide quarterly parent workshops on themes related to gifted education presented by GATE and Language Acquisition Departments.
 - 3) Distribute semester GATE newsletter.
 - 4) Update and revise TUSD GATE website as necessary.
 - 5) Write and distribute GATE Parent Handbook for current and accurate information about the GATE programs in TUSD.

2. AAC

- a. Current AAC Parent Outreach
 - 1) Parent Nights and Community Events provided by IB Program.
(See Appendix J.)
 - 2) IB participation in the Cholla After-School Program (CAP) Parent Showcase held twice a year to showcase student work and provide parent information and support. Both current and prospective parents are invited.
 - 3) IB program works with Cholla Parent Team and Site Council for parent and student support, education and outreach efforts.
 - b. Recommendations for Future AAC Parent Outreach (over three school years)
 - 1) Create AAC and IB Parent Teams that would educate and support enrolled students and their parents in order to assist successful completion of the IBDP.
 - 2) Create AAC and IB Resource Room, furnished with computers, study areas, and appropriate curriculum materials, for AAC and IB students and parents.
3. University High School (UHS)
- a. Current UHS Parent Outreach
 - 1) Parent Association meetings.
 - 2) School Site Council meetings.
 - 3) Junior University: Parent and student conference for juniors to train parents and students on college application process and funding.
 - 4) Family University: Parent and student conference for seniors to train parents and students on college application process and funding.
 - b. Recommendations for Additional UHS Parent Outreach (over three school years)
 - 1) Develop evening lecture series for students and parents on topics of interest.

E. Parent Complaint Process

1. An open and equitable complaint process for parents with concerns regarding ALE courses, policies, and procedures has been developed by the District. (See Appendix Q.)
2. The Complaint Process will be disseminated at all school sites, through the Family Centers, at the District Office, and on the website.

VI. PROFESSIONAL DEVELOPMENT (for Spring 2014 and 2014-15 SY)

Provide professional development to train all AAC teachers using appropriate training and curricula, such as that provided by the College Board. [V.A.4.a.iv.]

A. TUSD

1. Spring and Fall 2014
 - a. *Culturally Responsive Teaching Practices – Part 1: CRC* (Teaching strategies that are inclusive of the African American and Latino experience)
 - b. *Mental Models: Recognizing and Eliminating Unconscious Teacher Bias: AASS* (Recognizing and eliminating classroom culture of low expectations and the resultant lack of rigor)
 - c. *Motivating Students Through Engaging Teaching Strategies*
 - d. *Culturally Responsive Teaching Practices – Part 2: CRC* (Teaching strategies that are inclusive of the African American and Latino experience)

B. College Board

1. Fall 2013 and Spring 2014; annual presentations
 - a. *PSAT Administration Reading Workshop: Nuts and Bolts*
 - b. *Pre-AP Instructional Strategies: Fostering Equity and Access*
 - c. *PSAT Summary of Answers & Skills – Interpretations of Scores*

C. Phoenix Desert Institute (College Board approved)

1. Spring 2014
 - a. Advanced Placement for Everyone: It's All About Attitude!
2. Summer 2014
 - a. Summer Institute: Thirty hours of free professional development provided at Tucson Magnet High School over four days. Teachers may select from three different strands:
 - 1) Advanced Placement: Training in teaching strategies for fifteen AP courses. Equity in AP courses and culturally relevant and/or multi-cultural curriculum information is included in this strand.
 - 2) Gifted Education: training in gifted teaching strategies for both elementary and middle school levels. Culturally relevant and/or multi-cultural curriculum information is included in this strand.
 - 3) Honors/Advanced Strategies: These workshops are for English/Language Arts and Math teachers, grades 6-10. Culturally relevant and/or multi-cultural curriculum information is included in this strand.

VII. BEST PRACTICES: CONSULTATION WITH EXPERTS

In developing this Plan, the ALE Coordinator shall take into account the findings and recommendations of the assessment of existing ALE programs, resources, and practices in the District and best practices implemented by other school districts. [V.A.2.c.][emphasis added]

All of the experts listed below were interviewed by members of the ALE Best Practices committee members. Of the twelve listed, eleven were interviewed by phone and one was interviewed through email (Dr. John Knudson-Martin). *(See Appendix R for additional biographical information on the experts consulted.)*

A. Gifted education and underrepresented students

1. Tommie Anderson
Director of Talented and Gifted Education (retired)
Pulaski County Special District
Little Rock, AR
2. Donna Ford, Ph.D.
Harvie Branscomb Distinguished Professor
Vanderbilt University
Atlanta, GA
3. Lisette T. Rodriguez, Ph.D.
District Supervisor
Advanced Academic Programs
Miami Dade County Public Schools
Miami, FL

B. Advanced Placement

1. Mary Boehm
President
A+ College Ready – A National Math and Science Initiative
Montgomery, AL
2. BJ Henry
Assistant Principal, Elizabethtown High School
Elizabethtown Independent School District
Elizabethtown, KY
3. Gina Thompson
Deputy Superintendent
Yuma Union High School District
Yuma, AZ

C. Detracking (The educational philosophy that the best curriculum and teaching practices at the school should be the curriculum and teaching practices to which every student has access.)

1. Carol Burris
Principal, South Side High School
Rockville Centre School District
Rockville Centre, NY
2. John Knudson-Martin Ph.D.
Associate Professor of Education
Eastern Oregon University
La Grande, OR

D. Equity in Education

1. Gerald Denman
Chief Equity and Achievement Officer
Puyallup School District
Puyallup, WA
2. Robert L. Jarvis, Ph.D.
Penn Center for Educational Leadership, Graduate School of Education
University of Pennsylvania
Philadelphia, PA
3. Mika Pollock, Ph.D.
Professor of Education Studies
University of California, San Diego
San Diego, CA
4. Kevin Welner, Ph.D., J.D.
Professor, Education Foundations, Policy & Practice
University of Colorado – Boulder
Boulder, CO

Advanced Learning Experiences Access and Recruitment Plan	
APPENDICES	
A	ARP Subcommittees and Members
B	Current GATE Services 2013-2014 SY
C	GATE Postcard
D	Martha Taylor's Curriculum Vitae
E	Guidelines for Middle School GATE Resource Class
F	Cholla High School International Baccalaureate Recruitment Calendar
G	Advanced Kentucky AP Teacher Agreement
H	AAC Recruitment Flyer
I	AP Recruitment Flyer
J	International Baccalaureate (IB) Recruitment Flyer
K	University High School Recruitment Information Events
L	ALE Brochure
M	ALE Parent Guidelines
N	AVID Brochure
O	AAC Student Support Plan
P	AP Student Support Plan
Q	Parent Complaint Process
R	Experts-Best Practices
S	District's UHS Admissions Plan
T	Development of District's UHS Admissions Plan
U	Court Ordered Interim UHS Admissions Plan

Appendix A

Subcommittee 1	Parent Complaint Process	Amy Cislack Holly Colonna
Subcommittee 2	Best Practices of Other School Districts	Natasha Conti, Kathy Jensen, Andrew Walanski, Denise Cueto
Subcommittee 3	Professional Development	Tsuru Baily-Jones Maria Figueroa, Jimmy Hart,
Subcommittee 4	GATE	Mary Anderson, Helen LePage, Juliet King, Ignacio Ruiz, Lisa Ungar
Subcommittee 5	Pre-AP, AP	Joel Bacalia, Juliet King, Jimmy Hart, Dean Packard
Subcommittee 6	UHS	Amy Cislack, Juliet King, Dean Packard, various parents & staff members
Subcommittee 7	Dual Language	Diana Brena, Paula Cortes, Ignacio Ruiz
Subcommittee 8	AVID	Joanna Goldberg, Augie Romero, Sky Sacks
Subcommittee 9	Math/Algebra I & II	Jennifer Laxton
Subcommittee 10	Recruitment	Rick Haan, Holly Colonna, Amy Cislack

Appendix B

Tucson Unified School District

2013/2014 GATE Models

<i>Program</i>	<i>Description/Qualifying Criteria</i>	<i>Number of Schools</i>	<i>Model Instructional Minutes</i>
Self-Contained	<p>(Grades 1-8): This program currently requires earning a specific score on the OLSAT (Kindergarten) or CogAT (grades 1-8) and the Raven assessments. It is offered at five elementary schools ** and three middle schools.</p> <p>Kindergarten Qualifying Criteria</p> <ul style="list-style-type: none"> ✓ Raven/OLSAT-9 Stanine ✓ OLSAT-8 Stanine <u>and</u> 200+ NCE <p>1-7 grade Qualifying Criteria</p> <ul style="list-style-type: none"> ✓ 8 stanine on any test <u>and</u> 268+ NCE ✓ 9 stanine on CogAT 	<p>5-Elementary</p> <p>3-Middle</p>	<p>335 minutes</p> <p>Up to 60 minutes per class</p>
Self-Contained – Dual Language	<p>(Grades 1-5): This program currently requires earning a specific score on the OLSAT (Kinder) or CogAT (grades 1-8) and the Raven assessments. This program is currently offered at Hollinger K-8 (grades 1-5) and Pistor MS (grades 6-8) and provides instruction in both English and Spanish with the ultimate of goal of student fluency in both languages. The program at Hollinger is open to all students in TUSD regardless of feeder pattern; the Pistor program is offered to those students who are in the Pistor GATE feeder pattern.</p> <p>Kindergarten Qualifying Criteria</p> <ul style="list-style-type: none"> ✓ Raven/OLSAT-9 Stanine ✓ OLSAT-8 Stanine and 200+ NCE <p>1-7 grade Qualifying Criteria</p> <ul style="list-style-type: none"> ✓ 8 stanine on any test and 268+ NCE ✓ 9 stanine on CogAT 	<p>1-Elementary (Hollinger)</p> <p>1-Middle (Pistor)</p>	<p>335 minutes</p> <p>Up to 60 minutes per class</p>

Itinerant (Pull-out)	<p>(Grades 1-8): This program, for 1st through 5th grades, requires earning a specific score on the OLSAT (Kinder) or CogAT (grades 1-8) and the Raven assessments, although lower than the requirement for self-contained GATE. These pull-out services are offered at all elementary and K-8 schools for grades 1-5.</p> <p>Kindergarten Qualifying Criteria</p> <ul style="list-style-type: none"> ✓ Olsat 8+ stanine ✓ Raven 9 stanine <p>1-7 grade Qualifying Criteria</p> <ul style="list-style-type: none"> ✓ CogAT 8+ stanine ✓ Raven 9 stanine 	48	30-90 minutes
Resource	<p>(Grades 6-10): This program, for 6th through 10th grades, allows for one GATE resource class to be offered at middle school that can be either a core content area class or an enrichment class. At the high school level, most schools offer a Freshman Humanities course and a very few high schools offer a Sophomore level English course. Students are not placed just on testing, but also on a combination of grades, AIMS and ATI scores, and teacher recommendations.</p> <p>Qualifying Criteria – any of the following:</p> <ul style="list-style-type: none"> ✓ GATE scores (OLSAT, CogAT, Raven) ✓ Teacher recommendations ✓ Grade point average (GPA) ✓ Achievement test scores 	<p>10-Middle</p> <p>8-High</p>	<p>Up to 59 minutes</p> <p>Up to 60 minutes</p>
Cluster Program	<p>(Grades 1-5): This program is currently offered at twelve elementary and two K-8 schools.** Students do not test to be placed in this classroom, which is a mixture of regular education students and students previously identified as qualifying for GATE services through testing. The student mix is based on a formula identifying students based on their AIMS scores.</p> <p>Kindergarten Qualifying Criteria</p> <ul style="list-style-type: none"> ✓ Olsat 8+ stanine ✓ Raven 9 stanine <p>1-7 grade Qualifying Criteria</p>	14	Up to 210 minutes

	✓ CogAT 8+ stanine ✓ Raven 9 stanine		
--	---	--	--

**Self-contained program at Tully Elementary School is being phased out after the 2013/14 school year

*

Appendix C

Tucson Unified School District – Gifted and Talented Education Program

IS YOUR CHILD?

- Inventive
- A quick learner
- Highly observant
- Persistent
- Musically/Artistically skilled
- A unique problem solver
- Inquisitive
- A natural leader

DOES YOUR CHILD?

- Share ideas
- Show compassion
- Have a sophisticated sense of humor
- Connect information and ideas
- Take initiative
- Show perfectionism
- Have a large vocabulary
- Have intense interests

If your child has several of these characteristics/behaviors, please consider having your child evaluated for GATE.

WHAT IS GATE? – GATE (Gifted and Talented Education) provides services designed to meet the special academic and social needs of gifted and talented students who have potential for high achievement. Lessons integrate critical and creative thinking and problem solving within the content areas of language arts, science, math, social studies, and fine arts. Emphasis is placed on self-direction, flexibility, and cooperation in social and academic situations.

Placement in the GATE program is dependent on assessment results. Assessments used include the Otis-Lennon School Abilities test (kindergarten) or Cognitive Abilities test (Grades 1-8) and/or Raven (K-8). Selected assessments are aligned to students first language needs. As a parent/legal guardian of an enrolled kindergarten through 7th grade TUSD student, you may request that your child be evaluated and considered for GATE self-contained and/or pull-out services by signing, carefully detaching, and placing the permission form below in the mail, postage free. Permission forms must be received by **September 27, 2013** to be evaluated for possible 2014-2015 services. Please contact the GATE office at 225-1305 if you have questions.

Distrito Escolar Unificado de Tucson – Programa de Educación para Superdotados y Talentosos

¿ES SU HIJO(A)

- Ingenioso?
- Rápido(a) para aprender?
- Sumamente Observador(a)?
- Persistente?
- Hábil en lo musical o artístico?
- Hábil en la solución de problemas?
- Curioso(a)?
- Un líder natural?

¿SU HIJO(A)

- Comparte ideas?
- Muestra compasión?
- Tiene un sentido del humor sofisticado?
- Hace conexión entre la información y las ideas?
- Toma Iniciativa?
- Muestra Perfeccionismo?
- Tiene un vocabulario amplio?
- Tiene gran interés?

Si su hijo(a) tiene varias de estas características/comportamientos, por favor considere que su hijo(a) sea evaluado para GATE.

¿QUÉ ES GATE? – Gifted and Talented Education (GATE) por sus siglas en inglés, proporciona servicios que están diseñados para satisfacer las necesidades especiales académicas y sociales de estudiantes superdotados y talentosos quienes tienen el potencial de tener un alto rendimiento. Las lecciones integran el pensamiento crítico y creativo, y la solución de problemas dentro de las áreas de artes del lenguaje, ciencia, matemáticas, ciencias sociales, y bellas artes. Se hace hincapié en la autodirección, flexibilidad, y cooperación en situaciones sociales y académicas.

La colocación del estudiante en el programa GATE, depende de los resultados de las evaluaciones. Las evaluaciones que se utilizan incluyen la prueba de destrezas escolares Otis-Lennon (kínder) o prueba de capacidades cognitivas (1^{ro}-8^{vo} grado) y/o Raven (k-8^{vo} grado)¹. Ciertas evaluaciones se adecuan a las necesidades del estudiante según su lengua madre. Como padre/tutor legal de un estudiante inscrito en kínder al 7^{mo} grado en TUSD, usted puede solicitar que su hijo(a) sea evaluado(a) y considerado(a) para el programa GATE de tiempo completo y/o clases fuera del aula al firmar, desprender cuidadosamente, y mandar la forma del permiso por correo gratuitamente. Para que su estudiante sea evaluado(a) para los posibles servicios de 2014-2015, debemos recibir las formas del permiso a más tardar el 27 de septiembre de 2013. Por favor llame al 225-1305 si tiene cualquier pregunta.

^ Carefully detach and place in mail postage free ^

^ Despréndala cuidadosamente y envíela gratuitamente por correo ^

IMPORTANT: This postcard must be received by the GATE Department by September 27, 2013, to be evaluated for potential 2014-2015 services, as the initial screening assessment will be the week of Nov. 4-8, and processing of applications must be completed well before September 27, 2013.

IMPORTANTE: El Departamento de GATE debe recibir esta tarjeta postal a más tardar el 27 de septiembre de 2013 para que su estudiante sea evaluado para los posibles servicios en 2014-2015.

Signature required (Firma requerida)

YES, I would like my child evaluated. / Sí, quiero que mi hijo(a) sea evaluado(a)

Print name (Imprima el nombre)

My relationship to my child – please circle one / Mi relación con mi hijo(a)-por favor marque con un círculo

Mother/Madre

Father/Padre

Guardian/Tutor

Date/Fecha

Appendix D

MARTHA GABUSI TAYLOR, J.D.

1930 N. Forty-Niner Drive
Tucson, AZ 85749

520.271-3862 | 520.749-0345
marthagabusitaylor@gmail.com

EDUCATION AND CERTIFICATION

University of Arizona – James E. Rogers College of Law, Tucson, AZ

Juris Doctorate - J.D. (May 2009)

University of Arizona – College of Education, Tucson, AZ

M.A. of Education – History Education (2003)

M.A. of Education – English Education (1994)

B.A. of Education – English Education (1984)

University of Phoenix – Tucson, AZ

Principal Certification Program (2003)

State of Arizona

Administrator Certification, Principal

**Teaching Certification & Endorsements - English 7-12, Social Studies 7-12, Gifted K-12,
Structured English Immersion**

PROFESSIONAL EXPERIENCE

**Tucson Unified School District, Department of Curriculum, Instruction and
Professional Development**

Director of Advanced Learning Experiences (July, 2013 – present)

Directly responsible for Advanced Learning Experiences (ALE) in TUSD:

(Gifted and Talented Education (GATE), University High School (UHS),

Advanced Academic Courses (AAC); Dual-Language Program.

- Additionally responsible for
 - following directives of the Unitary Status Plan, Section V.A., relating to ALEs in TUSD including: assessing status of ALEs in TUSD and writing and implementing ALE Access and Recruitment Plan
 - Oversight of implementation of UHS Admission Plan
 - Oversight of all GATE services
 - Oversight of all AACs and implementation of USP recommendations; AACs include: Advanced Placement (AP) Pre-AP courses, Honors and Advanced courses, International Baccalaureate program, Dual-Credit Program
 - Oversight of AVID program – current administration and any future expansion
 - Oversight of two elementary schools in the District's School Support Plan initiative

Tucson Unified School District, Doolen Middle School (2011-2013)

Principal – Directly responsible for a student body of 700, faculty and staff of 75, total budget of up to \$3M (M&O, Title I, Desegregation).

- Additionally responsible for every aspect of curriculum and instruction, parent communications, security, facilities, discipline, personnel and human resources, community relations, data analysis and reporting

Updated: 4/29/13

- Raised ADE school letter grade (from low C to middle B) in two school years
- ELD program reached **95%** proficiency in moving their ELL students to next language level
- Implemented student intervention programs to support continued student achievement in reading and math including:
 - Success Maker
 - ALEKS
 - Achieve 3000
- Supported students through non-academic program development and served as champion for their ongoing needs in related areas
 - Youth on Their Own
 - Project Soar
 - Project Aspire
 - AmeriCorps VISTA
 - National Society of Black Engineers
 - Camp Wildcat
- Attained over **\$1M** in facility improvement to the school including:
 - Significant security upgrades
 - Two lighted state-of-the-art soccer fields and walking path & neighborhood green space
- Obtained a **\$40K Communities Putting Prevention to Work (CPPW)** grant for garden and landscaping, physical fitness equipment
- Applied for and received **\$600K** in a 21st Century Grant for before and after-school program of academic and enrichment support
- Applied and received approximately **\$50K** in donations for various student support programs including YMCA (refugee students) and Junior Achievement (social studies enrichment)
- Received a **\$15K** stipend to support social studies education through Junior Achievement
- Built strong ties with numerous community organizations that positively affect the school environment
 - YMCA
 - City of Tucson
 - Ft. Lowell Soccer Club
 - Junior Achievement

Diocese of Tucson, St. Ambrose School (2009-2011)

Principal – Responsible for the academic and administrative duties required in a PreK- 8th school with **270** students, faculty and staff ~**25-30**, and operating budget of **\$1K**.

- Additionally responsible for curriculum and instruction, leadership and spiritual development programs, budget and finance, faculty and staff/human resources, student attraction, enrollment and retention, discipline, parent volunteer coordination and communication, and community outreach
- Improved the technology and systems within the school including the improvement of the computer lab (hardware and software upgraded), and the instructional support required to enhance the adoption of the systems with faculty and student body

University of Arizona, James E. Rogers College of Law (2006-2009)

Student – Received Juris Doctorate – May 2009

- Academic and work experience focused in the areas of education law, juvenile law, and civil rights law

Amphitheater Unified School District – Office of Legal Council (Spring 2009)

- Assisted District's Legal Counsel

U.S. Department of Education Office for Civil Rights, Denver, CO (Jun – Dec 2008)

- Conducted legal research and analysis in administrative, education, and civil rights law
- Assisted with major Compliance Review involving access to gifted and talented and advanced placement programs for minority students in Arizona school district.
- Investigated complaints of discrimination in schools in a multi-state region
- Assisted with on-site mediation sessions
- Assisted with interviews of parties to complaints

Tucson Unified School District, Doolen Middle School (2008-2009)

Instructional Coach – Responsible for supporting teachers in classroom instruction, lesson development and data analysis.

- Responsible for weekly professional development for school faculty

Tucson Unified School District, Doolen Middle School (1994-2008)

Teacher – Responsible for the planning, organization and appropriate instructional program in a learning environment that guides and encourages students to develop and fulfill their academic potential.

- Developed new 8th grade self-contained gifted program and taught block-schedule advanced English and U.S. history curriculum in 8th grade Gifted and Talented Education (GATE) program
- Chair of teaching team and numerous other school committees on curriculum, team teaching, student discipline, professional development, special education, student assessment and achievement, data analysis, technology, pyramids of interventions for students, and other areas
- Participation in TUSD Leadership Academy - 2005

Diocese of Tucson, St. Cyril Elementary School (1987-1994)

Teacher – Responsible for the planning, organization and appropriate instructional program in a learning environment that guides and encourages students to develop and fulfill their academic potential.

- Taught seventh and eighth grade English in mixed-grade classes
- Worked in multi-disciplinary teaching team

AWARDS & HONORS

Dean's Recognition Award (2009)

UA Law Deans Achievement Scholarship (2006-2009)

UA Law Student Rep, Morris K. Udall Inn or Court (2008-2009)

UA Law Ares Fellow, Selected to mentor first-year law students (2008-2009)

Volunteer Lawyer's Program, Student of the Month (Jul 2007)

YWCA Woman on the Move Award (2004)

Ray Davies Humanitarian Award, Educational Enrichment Foundation (2003)

James Madison Fellowship: Study of the U.S. Constitution – Awarded by the U.S. Congress and studied at Georgetown University (2001)

Gilder-Lehrman Fellowship: Studies American slavery at University of Maryland

Jewish Labor Committee Holocaust Educator Fellowship, Study in Poland & Israel (2000)

Pima County Middle Level Educator of the Year Award (2000)

Updated: 4/29/13

Who's Who in America's Teachers – nominated four times by former students

COMMUNITY INVOLVEMENT

City of Tucson Human Relations Commission Councilmember - Kozachick Appointee (2013)

City of Tucson Human Relations Commission - Mayor's Appointee (2005-2009)

Jewish Community Relations Board - Board Member (2004-2007)

Zambian Children's Fund - Board Member (2005-2006)

Holocaust Ed. Committee Chair & Member (2004-2007)

YWCA Diversity Education Program (Time to Talk) Member (2000-2002)

Social Outreach Committee, St. Pius X Catholic Church Member (1995-2006)

COMPUTER PROFICIENCIES

Microsoft Office

On-line Legal Research

Appendix E

Guidelines for Middle School GATE Resource Class

1. All middle schools (grades 6th – 8th) will provide gifted services for identified students. This class will be an enrichment class (GATE Resource) taught by a GATE endorsed teacher that will be a combined grade-level class based on site needs.
2. Students will be placed in this class by site decision based on any combination of the following: GPA, teacher recommendation, benchmark results, AIMS, and/or GATE test results.
3. A school site may provide additional GATE classes, as long as the class is taught by a GATE endorsed (provisional or permanent) teacher.
4. Any classes taught by a GATE endorsed teacher should be titled GATE with additional information included. (GATE 6th grade math, GATE 8th grade language arts).
5. A list of TUSD guidelines for success in GATE classes will be provided to all interested students and parents for guidance in making this placement decision.
6. For all students in a GATE class, there will be a trial period until the first four-week progress report to see if the class is a good match for a student's interests and ability levels. If there is concern from any interested party (teacher, parent, student), a conference will be held to determine the best course of action for the student. If the student remains in the GATE class after this conference, a student support plan will be initiated to provide any needed interventions. If improvement is not shown by the end of the first semester, the student may be placed in another class.

Appendix F

Cholla High School Magnet School Recruitment Calendar

September 2013

- Letters home to all Magnet students, welcoming them to Cholla (retention)
- Proper identification of magnet and subprogram students with School Community Services (retention)
- Presentation to all district LSCs and Counselors regarding IB Prep and IB DP Programme (recruitment/marketing)
 - Overview of programs in an effort to encourage student services to promote programs at middle school level and provide opportunity for Cholla to visit schools and talk to students
- Established MS counselor and LSC listserv for consistent communication
- Cholla Parent University (retention)
 - Provided parents/guardians and students with information regarding how to apply to college, financial aid, and scholarships. College representatives present to speak to parents/guardians and students. Representatives from African American, Mexican American and Native American student services also present.

October 2013

- Meeting with LSC at University High School (recruitment/marketing)
 - Discussed possibility of joint recruitment due to ALE status for both programs. Information shared regarding possible parent night in January. Contacts exchanged for various middle schools.
- TUSD Parent University (recruitment/marketing)
 - Informational table discussing IB and Law programs. Good networking and PR.
- Celebrate Schools at Park Place and Tucson Mall (recruitment/marketing)
 - Informational table discussing IB and Law programs. Good networking and PR.
- Informational Nights for Parents of 8th graders (recruitment/marketing)
 - Letter sent to every parent of TUSD 8th grader, in Arizona Daily Star
 - Safford – October 15th
 - Pistor – October 21st
 - Cholla – October 1st and October 29th
- Letter sent to Tim Steller of Arizona Daily Star discussing IB DP Programme (marketing)
- Presentation to IB Seniors (retention)
 - Discussed college application process and upcoming Tucson College Night
- Presentation to Middle Schools (recruitment/marketing)
 - Doolen – October 22nd
 - Naylor Parent Night – October 24th
 - Mansfeld STEM Night – October 24th
 - Roskrige 8th grade assembly – October 25th
 - Fickett 8th grade assembly – October 30th
- Submission of four magnet teachers (1 – Law, 3 – IB) to Tucson Values Teachers Excellence Award for November
- Scheduled to visit remaining TUSD middle schools in November
- Informational packet created to be sent to private schools, contacts made for possible visits

November/December 2013

- Letters home to Magnet students who may be struggling in academics or attendance encouraging tutoring or CAP enrollment
- Meeting with LSC to begin individual magnet student interventions for student's receiving above letter
- List of magnet students needing possible interventions sent to all student support staff
- Meeting with LSC at University High School (recruitment/marketing)
 - Discussed possibility of joint recruitment due to ALE status for both programs. Information shared regarding possible parent night in January. Contacts exchanged for various middle schools.
- Presentation to Middle Schools (recruitment/marketing)
 - Robins – November 1
 - Valencia – November 4
 - Vail – November 6
 - Safford – November 7
 - Utterback – November 8
 - Lawrence – November 8
 - Secrist – November 12
 - Gridley – November 12
 - Pistor – November 15
 - Dodge High School night – November 21
- Contacted school counselors and LSCs to promote our Cholla After-school Program (CAP) Showcase
- Mailer regarding showcase to go out to students who have applied to programme (1st, 2nd, 3rd choice)
- Mailer regarding showcase to go out to all Safford students
- Magnet Monday tours conducted, informational packet given
- Submission of four magnet teachers (1 – Law, 3 – IB) to November Tucson Values Teachers Excellence Award in an effort to increase public awareness of programs
- Informational packet sent to private and charter schools
- Meeting set up with Noreen at School Community Services regarding the IB Programme and proper placement of students
- Spreadsheet kept with IB Prep applications received, letter contact made with family

January 2014

- Presented to all 10th grade students IB DP information through English classes
- Presented to all 9th grade students Law/IB Prep information through English classes
- Part of elective video discussing law and IB programmes, presented to all 9th, 10th, and 11th grade students

Appendix G



Kentucky Science and Technology Corporation (KSTC)

AP Teacher Letter of Agreement

2012-2013 School Year

DRAFT – Teacher Name - DRAFT

[Subject]/[School Name] High School/[District Name] Public Schools

I. AP Teachers Support the Goals of the AP Program with an Open Enrollment Approach

- Student Access: Increase the number of students enrolled in math, science, English (MSE) AP courses.
- Student Success: Increase the number of students achieving a 3 or greater on MSE AP Exams.
- College Readiness: Serve the best interest of students to learn more for a better chance of success in college.
- High Expectations: Reach ambitious qualifying score goals but in a fair and reasonable manner.

II. Expectations for AP MSE Teachers

- Attend the four (4) scheduled vertical team meetings.
- Attend a two-day AdvanceKentucky Fall Forum teacher training.
- Attend a week-long AP Summer Institute or equivalent, as determined by KSTC.
- Tutor AP students for a minimum of four hours outside of class each month.
- Attend/observe and assist with three (3) Student Study Sessions, and regularly encourage all AP students to attend these Student Study Sessions.
- Teach the AP curriculum as outlined in the College Board guidelines and approved through your College Board Course Audit.
- Respond to AdvanceKentucky Content Director and the local AP Content Coordinator for your subject area as he/she carries out responsibilities to AdvanceKentucky, including keeping your personal data up-to-date in the online Data Reporting System and reporting your attendance as noted under the Stipend section below (payment of stipend is based on these online records).

III. Stipend, Incentives and Threshold Bonus for AP MSE Teachers Paid by KSTC to School/District

- Stipend (up to \$500 Total):
 - \$30 for each post-meeting report entered in to the AdvanceKY Online Data Reporting System after participation in the four (4) vertical team meetings (maximum of \$120).
 - \$80 for attending AdvanceKentucky Two-Day AP Teacher Training (Friday evening, Saturday). Attendance to be entered into the AdvanceKY Online Data Reporting.
 - \$180 for attending the week-long summer institute or equivalent, as determined by KSTC. Attendance to be entered into the AdvanceKY Online Data Reporting System.
 - \$40 for post-session report entered into the AdvanceKY Online Data Reporting System after attending and assisting with each of the three (3) Student Study Sessions. (maximum of \$120)
- AP Qualifying Score Incentives are valued at:
 - \$100 for each student who appears on your roll and receives a score of 3 or greater on the AP [Subject] Exam taken in May 2013.
- A Threshold Bonus amount may be earned as follows:
 - If the total number of 2013 AP qualifying scores in AP [Subject] earned by students enrolled in this course school-wide meets a threshold of at least:
 - **XX** – then you will earn \$1,000.



Kentucky Science and Technology Corporation (KSTC)

AP Teacher Letter of Agreement
2012-2013 School Year

[Last Name] Letter of Agreement (continued)

IV. Payment Process

*The earned Stipend will be reported/paid to your school/district by **May 31, 2013**, and subsequently paid to you through the regular school/district payroll process. The amount of each Stipend will be paid based on your AP Teacher records posted in the AdvanceKY online Data Reporting System as of **May 15, 2013**.*

*Upon verification of 2013 AP Qualifying Scores reported by College Board, any earned Incentives and Threshold Bonus will be reported to the school/district by **November 30, 2013**, and subsequently paid according to the process outlined in your school's master agreement with AdvanceKentucky.*

V. Signatures:

Kris Kimel
President, Kentucky Science and Technology Corporation

XX/XX/2012

DATE

Joanne Lang
Executive Director, AdvanceKentucky

XX/XX/2012

DATE

[Teacher Name], AP [Subject]
[School Name] High School

DATE

Principal's* Initials _____

DATE

*or AdvanceKY Administrator of Record

Appendix H



STUDENT GUIDELINES

6th – 12th grades

FOR ADVANCED ACADEMIC COURSES (AAC) AP, Advanced, Honors, GATE, IB*

Are AACs for me?

What are AACs?

You will...

- Work at a higher level
- Work at a faster pace
- Do projects and have hands-on activities
- Have homework to help you learn the content

Do you want to...

- ...prepare for high school and college success?
- ...be confident in all your classes?
- ...know what is important to study?
- ...have answers to questions in class?
- ...understand what you read?
- ...confidently take on challenges?
- ...work hard and learn?
- ...make valid points and support your thoughts?
- ...contribute to a group?

What did you answer to these questions?

Yes!

Then TUSD has these courses for you. Enroll in AACs at your school, give your best, and unleash your potential! See your school counselor for more information.

Not sure?

Give it a try! If you've never taken an AAC, you can still be successful if you have the work ethic and confidence to keep trying when things are unfamiliar or challenging. Your teachers will be there to help and support you if you take on this challenge. Why not talk to a school counselor about these opportunities if you still aren't sure.

* AP = Advance Placement; IB = International Baccalaureate

Appendix I

TUSD
STUDENT GUIDELINES
for ADVANCED PLACEMENT (AP) COURSES

Are you thinking about taking an AP course?

Some things all AP courses have in common are:

- Accelerated curriculum
- Problem-solving and critical thinking
- Teachers who have special AP training
- Opportunity to earn college credit

Do you or are you willing to...

...enjoy learning?
...work hard?
...turn in your homework on time?
...have excellent attendance?
...meet a challenge head on instead of taking the easy way out?
...think for yourself?
...ask questions?
...manage your time well?
...follow through with your commitments?
...strengthen your analytical, reading, and writing abilities?
...contribute to a group?

What did you answer?

Yes! Then TUSD has AP courses just for you. See your school counselor to find out what courses your high school offers.

Not sure? An inexperienced AP student can still be successful if she/he has the work ethic and confidence to keep trying when things are unfamiliar or challenging. Support will be provided at your school to help you successfully complete an AP course. Why not talk to a school counselor about this opportunity?

Appendix J



STUDENT GUIDELINES

International Baccalaureate (IB)

Cholla Magnet High School

9th – 12th grades

Are IB courses for me?

What are IB courses like?

You will...

- Develop international mindedness
- Learn a foreign language
- Participate in service learning
- Use critical, reflective thinking
- Develop positive character traits
- Have teachers who are highly trained in their content area
- Have the opportunity to earn college credit

Do you or are you willing to...

- Enjoy learning? Work hard?
- Turn in your homework on time? Have excellent attendance?
- Meet a challenge head on instead of taking the easy way out?
- Think for yourself? Ask questions?
- Manage your time well? Follow through with your commitments?
- Strengthen your analytical, reading and writing abilities?
- Contribute to a group?

What did you answer to these questions?

Yes!

Then TUSD has these courses for you. Enroll in the IB program at Cholla High School, give your best, and unleash your potential! See your school counselor for more information.

Not sure?

Give it a try! You can be successful if you have the work ethic and confidence to keep trying when things are unfamiliar or challenging. Your IB teachers will be there to help and support you if you take on this challenge. Why not talk to a school counselor about these opportunities if you still aren't sure

Appendix K



**University High School
will be hosting
6 Parent Informational Nights
On the following dates, 2013-14:**

- **August 27** - Roskrige Middle School 6:00 pm
501 E. 6th St., Tucson 85705
- **August 29** - Utterback Middle School 6:00 pm
3233 S Pinal Vista, Tucson 85713
- **September 5** - University High School 6:00 pm
421 N. Arcadia Blvd, Tucson 85711
- **September 12** - Gridley Middle School 6:00 pm
350 S. Harrison Rd., Tucson 85748
- **September 19** - Pistor Middle School 6:00 pm
5455 S. Cardinal Ave, Tucson 85746
- **September 26** - University High School 6:00 pm
421 N. Arcadia Blvd, Tucson 85711

**Come and meet University High Administration and Staff.
Obtain information about the admission process.
Learn more about the school and what it has to offer.
UNIVERSITY HIGH SCHOOL –*Investing in Excellence!***

Appendix L

SITE SPECIFIC PROGRAMS

TUSD offers three district-wide programs that are each located at a specific TUSD schools.

Students can apply and/or test into these programs, based on the individual program requirements.



Dual Language

Students in this program will develop the ability to speak, read, and write in English and Spanish. Students will be expected to achieve at or above grade level in all academic areas. Instruction is provided by a bilingual education endorsed teacher. All subjects (Language Arts, math, science, social studies) are taught in English and in Spanish. The instruction includes: English Language Development (ELD) instruction for English Language Learners (ELLs); and Spanish as a Second Language (SSL) for English speakers. Several elementary and K-8 schools plus Pueblo High School offer this program. Questions? Call 520-225-4600.



International Baccalaureate Programme @ Cholla High School:

This program is widely recognized as one of the top college-preparatory curriculums in the world. It works to develop inquiring, knowledgeable and caring young people through intercultural understanding and respect.



Students have the opportunity to earn an IB diploma and college credits. In 9th and 10th grade, students will take IB Prep/Honors courses specifically designed to prepare students for their entrance into the Diploma Programme. In their 11th and 12th grade years (2-year Diploma Programme) students take specific IB courses.

UNIVERSITY HIGH SCHOOL

UHS is a nationally recognized and highly ranked college preparatory high school that offers an advanced and rigorous academic curriculum in a highly supportive environment. UHS offers a full range of academics, fine arts courses, and athletics, while supporting many school clubs and activities that provide students a balanced and well-rounded high school experience. These opportunities prepare UHS students well for success at any college or university.



Tucson Unified School District



TUSD
www.tusd1.org

Proudly serving Tucson families since 1867
Sirviendo orgullosamente a las familias
de Tucson desde 1867

ADVANCED ACADEMIC COURSES (AAC)

AACs are classes offered at TUSD middle and high schools and are designed to offer a more challenging curriculum than a regular class. Available in core subjects (English, Math, Science and Social Studies), these classes cover the same subject material but at an accelerated or "deeper" level, providing a greater challenge for students and preparing them for more advanced coursework in high school. These classes are called Advanced (MS), Honors (HS), Dual-Credit, and IB. Check out the classes available at your school.



Dual-Credit

TUSD high schools offer some courses for which any student can receive both high school and college credit if successfully completed. This opportunity is available through a partnership with Pima Community College. Please check with your school of choice for the courses available with this option.



ADVANCED PLACEMENT

Advanced Placement (AP®) courses are college level classes open to high school students. Following a rigorous curriculum developed by the College Board, students who complete an AP course and perform successfully on the course exam learn not only the content knowledge and the skills needed to succeed at the college level, but can earn course credit towards their college degree. AP classes are offered in various subjects at TUSD high schools, including English, Spanish, Math and Science. Contact your high school for a complete list of the courses offered.

GATE

Gifted and Talented Education provides services designed to meet the academic needs of identified students. Lessons integrate critical and creative thinking, along with problem solving, within the content areas. Emphasis is placed on self-direction, flexibility, and cooperation. TUSD offers four different types of services including self-contained, pull-out, push-in, cluster and resource classes. In addition, TUSD offers Dual-Language self-contained GATE programs in 1st - 12th grades. For more specific information please call 225-1305.



Martha G. Taylor

Director of Advanced Learning Experiences (ALE)

Tucson Unified School District

520-225-6422

martha.taylor@tUSD1.org

**Find us on:
Encuéntrenos en:**

TUSD

Delivering Excellence in Education Every Day
Grow • Reach • Succeed



v-1, p. 69

TUSD

TUSD-TV, Cox Channel 120

Appendix M



PARENT GUIDELINES

TO SUPPORT A STUDENT WITH ADVANCED ACADEMIC COURSES (AAC) (Advanced, Honors, GATE, IB, AP)*

What helps an AAC student outside the classroom?

Parents or guardians who do or are willing to...

- provide a consistent time and place for their student to complete homework.
- understand that this is a year-long commitment.
- remind student of the benefits of a rigorous course of study.
- encourage and support student; do not let their student quit when (s)he is challenged.
- assist their student in learning time management skills.
- support and understand the homework load as it may affect family trips, work, and/or sibling responsibilities.
- allow and encourage their student to attend tutoring.
- encourage their student to talk to their teachers.
- ask about their school day.
- read communications from the teacher and school and respond when necessary.
- have and utilize a TUSD Stats account in order to stay current with their student's progress.
- attend Open House, Conference Night, and/or special school events
- work with the school to help their student.

Will you offer that support? Will you help your student be college bound?

Yes! Then TUSD has courses and your student needs your encouragement. Have her/him enroll in AACs at school, support her/him, and unleash her/his potential! See your school for more information.

Not sure? Give it a try! Join your student and the AAC teacher to create a learning team that empowers your student. (S)he can be successful if (s)he has the work ethic and confidence to keep trying when things are unfamiliar or challenging. Why not talk to your student and/or a school counselor about these opportunities if you still aren't sure.

* GATE = Gifted and Talented Education; IB = International Baccalaureate; AP = Advance Placement

Advanced Learning Experiences | Tucson Unified School District | 1010 E. Tenth St. | Tucson, AZ
520-225-6426 | <http://www.tusd1.org/contents/distinfo/ale/index.asp>

Appendix N

AVID's mission
is to close the
achievement gap
by preparing
all students for
college readiness
and success in a
global society.



TUSD

Tucson Unified School district
*Department of Curriculum, Instruction
and Professional Development*

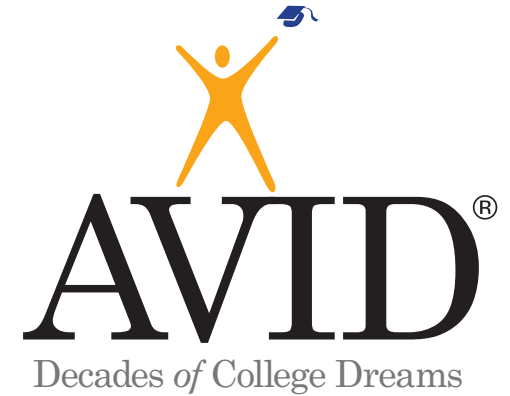
Martha G. Taylor, M.A., J.D.
*Director of Advanced Learning
Experiences (ALE)*

1010 E. 10th Street, Room #42
Tucson, Arizona 85719

PHONE: 520-225-6237

EMAIL: martha.taylor@tusd1.org

Tucson Unified School District does not discriminate
on the basis of race, color, national origin, sex, sexual
orientation, age, religion, or disability in admission
or access to, or treatment or employment in its
educational programs or activities.



**Advancement
Via
Individual
Determination**

TUTORS WANTED



What is AVID?

AVID is a college readiness system that includes a regularly scheduled AVID elective class during the school day, based on writing as a tool of learning, the inquiry method, organization and collaborative grouping. The main components of the AVID system are:

- College readiness skill development
- Academic instruction
- Tutorial support in the AVID elective class
- Motivational activities
- Increased enrollment in rigorous course work



Why does AVID work?

- AVID places students in rigorous curriculum and gives them the support to achieve
- Provides a team of students for positive peer identification
- Redefines the teacher's role as that of student advocate

Meeting the Challenge

Avid helps students:

- Develop as readers and writers
- Develop deep content knowledge
- Know content specific strategies for reading writing, thinking, and talking

The AVID elective class addresses key Elements in college preparation:

- Academic survival skills
- College entry skills
- Tutorials
- Motivational activities career and college exploration

TUTORS

Tutors are paid an hourly rate of \$10.48 and are

needed two to three days weekly for 3-6 hours depending on site. If interested please contact TUSD. We are looking for tutors at the following sites:

Cholla High School

Sky Saczko, *AVID coordinator*
sky.saczko@tusd1.org

Palo Verde High School

Joanna Goldberg, *AVID coordinator*
joanna.goldberg@tusd1.org

Pueblo High School

Patricia Manciet, *AVID coordinator*
patricia.manciet@tusd1.org

Booth Fickett Middle School

Kim French, *AVID coordinator*
Kimberly.French@tusd1.org

Secrist Middle School

Shirley Regole, *AVID coordinator*
shirley.regole@tusd1.org

Valencia Middle School

Kelly Cilano, *AVID coordinator*
kelly.cilano@tusd1.org

Who is an AVID student?

Students selected for the AVID elective class are students in the academic middle, capable of completing a college preparatory path with support. These students often are not realizing their full potential academically. All criterion are considered for acceptance into the class, no single criteria will necessarily eliminate a student from consideration.

For further information go to
www.avidonline.org



Appendix O

TUSD

AP/AAC Support Committee

(AAC: Honors (HS), Advanced (MS), IB, Dual-Credit)

Student Support Committee (SSC)

It is expected that when a student enrolls in an AAC, s/he will successfully complete the course. The purpose of this committee is to support a student so s/he is able meet this goal. Referral to the SSC may be made at any time by anyone requesting support services for an AP or AAC or student.

Steps :

- 1- Complete form
- 2- Submit form to school counselor
- 3- Committee will meet with student to provide support and assistance.

AP/AAC Student - Request for Support Form

Student: _____

Grade: _____

Course: _____

Who is making this request? ☐ Student ☐ Teacher ☐ Parent

How can we help you successfully complete this course?

What challenges are you having with the course?

What strategies have you implemented to achieve success in this course?

What support do you think you need from the school in order to be successful in this course?

• Current grade in course: _____

• Current GPA: _____

** Fill out the "Documentation of Interventions" on the other side of this page. **

Signature: _____

Date: _____

DOCUMENTATION OF INTERVENTIONS

TEACHER INTERVENTIONS		
Check if done	Interventions	Date(s)
	Teacher provided interventions for student List intervention(s) here:	
	Teacher contacted parent/guardian of student.	
	Teacher called home after first missing assignment.	
	Teacher provided differentiated instruction to meet the needs of the student. List strategies here:	
	Teacher documented interventions on Mojave's Intervention Block	
STUDENT INTERVENTIONS		
Check if done	Interventions	(Dates)
	Student sought help from teacher(s) and scheduled appointments with them when needed and attended scheduled appointments.	
	Student attended tutoring opportunities. List here:	
	Student missed fewer than 5 classes per semester.	

Recommended interventions and support services:

- ☐ Mentoring (AASS, MASS, Student Equity)
☐ School nurse
☐ (School) Psychologist
☐ Tutoring
☐ AVID/Study Skills
☐ Transportation
☐ Social Worker (housing, food, clothing, etc.)
☐ YOTO
☐ Other
-

1. Timeline and person responsible necessary for each action
2. Next meeting must be scheduled.

Appendix P

Goal: To increase African American and Latino enrollment in and successful completion of AP classes. Implementation planned for SY 2014-2015.

Policy: AP classes are completely open to any interested student and these students must be given adequate support to successfully complete these rigorous courses.

1. AP Coordinator

An AP teacher at each HS is given two periods a day for implementation of student support activities including organizing and reviewing: student recruitment, academic performance, peer study groups, teacher mentors, AP info events, parent/community outreach, summer program, test preparation, and AP exam coordination. Special training will be provided on the specific demographics of the students teacher will be recruiting.

2. Student Identification:

- Faculty and staff will be asked to identify students who they believe have the potential to succeed in AP classes.
- Data from some or all of the following will be used for identification: AIMS, EXPLORE, AP Potential, PSAT, GPA, personal characteristics such as motivation, work ethic, ambition, passion, resiliency, etc.
- Parent or student identification – Parents or students may request and be granted placement in an AP course.

3. Personal Outreach → Identified Students

Identified students will be personally contacted by any faculty member or current AP student and asked to consider taking an AP class. They will be supported and encouraged as they talk to an AP teacher or student, visit an AP classroom, and/or attend an AP information event.

4. Teacher/Staff Mentors

Every African American and Latino student will be paired with a teacher mentor on campus from any class or subject area. This will be a year-long commitment to support a student while she or he adapts to this more rigorous class.

5. Peer Study Group

AP Coordinator creates peer study groups to meet 1x/week before/after school to work together on academic coursework.

6. Support Classes

AP Coordinator and administration at each high school will organize a before, during and/or after-school writing lab, math tutoring, and exam prep classes.

7. Summer Program: A summer program for identified students (and others) new to AP will be held to prepare students for new expectations of an AP course.

8. AP Course Offerings

All high schools would offer a minimum of 4 AP class in core subject areas, including identified high-interest classes for African American and Latino students: Year 1-AP Spanish Language and Culture, World History, English Language, and Biology; Year 2: Human Geography, Spanish Literature, Psychology, English Literature, U.S. History, Studio Art

9. AVID

If AVID is offered at a high school, targeted students will be encouraged to participate.

10. Student Support Committee (SSC)

Goal: Retention of students in AP classes.

Committee consists of counselor, LSC, administrator, AP teacher. Each student agrees not to withdraw for semester; if change is requested after that time period, student must talk to SCC. Interventions are put into place after first quarter, if needed. If schedule change is requested at the end of first semester, Committee problem-solves with student, identifies solutions, finds resources, and provides whatever is necessary to assist student in remaining in AP class.

11. African American Student Services, Mexican American Student Services, Language Acquisition Support

These departments, in coordination with the AP Coordinator, LSC and administration at each site, will provide additional support to identified students as needed and support any parent/community outreach initiatives.

12. Parent/Community Outreach

Events/Initiatives will be planned to elicit parent and community support for identified students taking AP classes.

Appendix Q

**Department of Advanced Learning Experiences (ALE)
Parent Complaint Resolution Process**

In order to best serve our students and families, the ALE Department has established the following procedures to ensure complaints or concerns from our families are resolved in a fair and timely manner. Complaints should always begin at the level in which the concern was held. They should be shared as soon as possible to allow resolution at the lowest possible administrative level, starting with the classroom teacher and then the campus administrator. Thank you for following the steps outlined below.

INFORMAL ATTEMPTS	CAMPUS LEVEL	STEP 1 Contact the appropriate teacher or staff member at your student's school to share your concern.	Please schedule an informal discussion with the appropriate teacher or staff member to share your concern and what resolutions you are seeking. It is important that you begin at the level where the concern originated. This can be done in person, by phone or through email.
		STEP 2 Contact an administrator at your student's school.	If, after meeting with your student's teacher or staff member, your concerns were not addressed satisfactorily, please schedule a discussion with a campus administrator to share your concern and what resolutions you are seeking. This can be done in person, by phone or through email.
FORMAL ATTEMPTS	CAMPUS LEVEL	STEP 3 Contact the principal at your student's school.	If informal attempts do not bring a resolution, the "ALE Formal Parent Complaint: Level Two" form may be filed and given to the campus principal along with a request for a meeting. This form is available through the ALE Department or the ALE Website, or from the school principal.
	CAMPUS LEVEL	STEP 4	The campus principal will hold a conference with the student and/or parent as soon as possible, but no more than five school days of receiving the written complaint. The principal will have five school days after the conference to submit a final response in writing to the student or parent, if one is requested.
	DISTRICT LEVEL	STEP 5	If the conference with the principal did not bring forth a resolution that both the family and principal agree upon, the parent/guardian may request a meeting with the Director of Advanced Learning Experiences. This form is available through the ALE Department or the ALE website, or from the school principal.
	DISTRICT LEVEL	STEP 6	The ALE Director or designee shall hold a conference within five school days after the meeting request was made. At the conference, the ALE Director or designee shall consider only the issues and documents presented at the site level and identified in the "ALE Formal Parent Complaint: Level Two" form. The ALE Director or designee or designee shall have five school days following the conference to provide the student or parent a written response, if one is requested.
	DISTRICT LEVEL	STEP 7	If the conference with the ALE Director did not bring forth a resolution that both the family and Director agree upon, the parent/guardian may request a meeting with the Assistant Superintendent for Curriculum and Instruction or designee. The Assistant Superintendent or designee shall meet with the parent/guardian within five school days after the meeting request was made. At the conference, the Assistant Superintendent or designee shall consider only the issues and documents presented at the site level and identified in the "ALE Formal Parent Complaint: Level Two" form. The Assistant Superintendent or designee shall have five school days following the conference to provide the student or parent a written response, if one is requested.
	BOARD LEVEL	STEP 8	If the parent or student did not receive the relief requested at the meeting with the Assistant Superintendent or designee, the family may appeal the decision to the TUSD School Board. The appeal notice must be filed in writing, on a "Level Three Complaint" form provided by TUSD. The "Level Three Complaint" must be filed within 10 days from the "Level Two" decision was issued. The Superintendent or designee shall inform the student or parent of the date, time and place of the board meeting at which the complaint will be on the agenda for presentation to the TUSD Board.
			The decision of the Board at the Level Three Complaint process is final. If for any reason the Board fails to reach a decision regarding the complaint by the end of the regularly scheduled board meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

Tucson Unified School District

**Department of Advanced Learning Experiences
Formal Parent Complaint: Level Two**

Tucson Unified School District pledges to support the academic success of all students and no discrimination is permitted in the programs or activities that the District operates. If you have an issue regarding any aspect of Advanced Learning Experiences (ALE) related to a student, please complete, sign and submit this form to your school's principal.

Date: _____

On behalf of: _____

Complaint is filed by: _____ Student: _____

_____ Student's parent(s): _____

_____ Other: _____

Address: _____
Street City State Zip

Telephone(s): _____
Home/Work/Cell Home/Work/Cell

1. Describe your concerns in specific terms. Include (1) the specific incident or activity; (2) the individuals involved; (3) dates, times, and locations involved; and (4) that forms the basis of the complaint (attach additional pages if needed).
2. Describe any relevant communication that has already occurred to address the issue. Please specify the types of communication, dates of communication, and names of individuals with whom any communication has occurred.
3. Please describe how you would propose to resolve this issue.
4. Do you wish this complaint to be mediated by a District designee?
☐ Yes ☐ No

PLEASE RETURN THIS FORM TO YOUR SCHOOL PRINCIPAL.

Appendix R

GATE

1. Tommie Anderson
Director of Talented and Gifted Programs (Retired)
Pulaski County Special District
Little Rock, AR
2. Donna Ford, Ph.D. – Gifted Education and minority students
Harvie Branscomb Distinguished Professor (2013)
Dept. of Special Education and Dept. of Teaching and Learning (secondary apt.)
Peabody College of Education, Vanderbilt University
Nashville, TN
Reversing Underachievement Among Gifted Black Students (1996, 2010)
Multicultural Gifted Education (1999, 2011)
In Search of the Dream: Designing Schools and Classrooms that Work for High Potential Students from Diverse Cultural backgrounds (2004)
Teaching Culturally Diverse Gifted Students (2005)
Diverse learners with exceptionalities: Culturally responsive teaching in the inclusive classroom (2008)
Providing Access for Culturally Diverse Gifted Students: From Deficit to Dynamic Thinking (2010)
Recruiting and Retaining Culturally Different Students in Gifted Education (2013; Nominee for 2014 NAACP Image Award for Literature-Instruction)
3. Lisette T. Rodriguez, Ph.D. - Gifted Education and Hispanic students
District Supervisor
Advanced Academic Programs
Division of Academic Support, Office of Academics and Transformation
Miami Dade County Public Schools
Miami, FL

Advanced Placement

1. Mary Boehm – Advanced Placement
President
A+ College Ready – A National Math and Science Initiative
Montgomery, AL
2. BJ Henry – KY, Advanced KY (AP)
Assistant Principal, Elizabethtown High School,
Elizabethtown Independent School District,
Elizabethtown, KY
3. Gina Thompson
Deputy Superintendent
Yuma Union High School District
Yuma, AZ

Detracking (The educational philosophy that the best curriculum and teaching practices at the school should be the curriculum and teaching practices to which every student has access.)

1. Carol Burris
Principal
South Side High School
Rockville Centre School District
Rockville Centre, NY
Detracking for Excellence and Equity (2008)
Opening the Common Core: How to Bring ALL Students to College and Career Readiness (2012)
On the Same Track: How Schools Can Join the 21st Century Struggle against Re-segregation
(Spring of 2014)
2. John Knudson-Martin Ph.D.
Associate Professor of Education, Eastern Oregon University
La Grande, OR
Chair of the Tracking and Detracking Special Interest Group for the American Educational
Research Association.

Equity in Education

1. Gerald Denman
Chief Equity and Achievement Officer
Puyallup School District
Puyallup, WA
2. Robert L. Jarvis, Ph.D.
Director of K-12 Outreach
Director, Delaware Valley Consortium for Excellence and Equity
Director, Long Island Consortium for Excellence and Equity
Co-Director, New Jersey Network to Close the Achievement Gaps
Penn Center for Educational Leadership
Graduate School of Education
University of Pennsylvania
Philadelphia, PA
3. Mika Pollock, Ph.D.
Professor of Education Studies
Director of the Center for Research on Educational Equity, Assessment, and Teaching Excellence
([CREATE](#))
University of California, San Diego
Colormute: Race Talk Dilemmas in an American School (Winner - 2005 AERA Outstanding
Book Award; *Because of Race: How Americans Debate Harm and Opportunity in Our Schools*
(2008); *In Everyday Antiracism: Getting Real about Race in School* (2008; Winner-2008
Outstanding Book Award).

4. Kevin Welner, Ph.D., J.D.

Professor, Education Foundations, Policy & Practice; University of CO – Boulder

Director: National Education Policy Center (NEPC)

Closing the Opportunity Gap: What America Must Do to Give All Children an Even Chance

(2013)

Legal Rights, Local Wrongs: When Community Control Collides with Educational Equity (2001)

Appendix S



MEETING OF: October 22, 2013

TITLE: University High School Admissions Plan in Accordance with the Unitary Status Plan

ITEM #: 13

Information:

Study: X

Action: X

PURPOSE:

To seek Governing Board approval of the final version of the University High School Admissions Process (Version 3.0) required by the Unitary Status Plan.

DESCRIPTION AND JUSTIFICATION:

The Unitary Status Plan states, in relevant part,

"...the District shall review and revise the process and procedures that it uses to select students for admission to UHS to ensure that multiple measures for admission are used and that all students have an equitable opportunity to enroll at University High School. In conducting this review, the District shall consult with an expert regarding the use of multiple measures (e.g., essays; characteristics of the student's school; student's background, including race, ethnicity and socioeconomic status) for admission to similar programs and shall review best practices used by other school districts in admitting students to similar programs."

According to the most recent timeline, this item is due by October 23, 2013. This item is presented here for action, staff is recommending approval of this item.

Presented by: Samuel Brown

Superintendent Goal: Desegregation

BOARD POLICY CONSIDERATIONS:

LEGAL CONSIDERATIONS:

For all Intergovernmental Agreements (IGAs), Initiator of Agenda Item provides the name of the agency responsible for recording the Agreement after approval:

For amendments to current IGAs, Initiator provides original IGA recording number:

Legal Advisor Signature (if applicable)

BUDGET CONSIDERATIONS:

Budget Certification (for use by Office of

Financial Services only):

 District Budget
 State/Federal Funds
 Other
Budget Cost **Budget Code**

Date

I certify that funds for this expenditure in the amount of \$ are available and may be:

Authorized from current year budget

Authorized with School Board approval

Code: Fund:

INITIATOR(S):

Samuel E. Brown, Desegregation Director

10.14.13

Name

Title

Date

DOCUMENTS ATTACHED/ ON FILE IN BOARD OFFICE:**ATTACHMENTS:****Click to download**☐ [UHS Admission Process Appendices](#)☐ [UHS Admissions](#)**TUCSON UNIFIED SCHOOL DISTRICT****BOARD AGENDA ITEM
CONTINUATION SHEET**

TUSD

University High School Admissions Process Revision

I. USP LANGUAGE

The Unitary Status Plan (USP), section V(5)(a) states:

V. QUALITY OF EDUCATION

5. University High School ("UHS") Admissions and Retention

- a. *By ~~April 1, 2013~~ October 1, 2013, the District shall review and revise the process and procedures that it uses to select students for admission to UHS to ensure that multiple measures for admission are used and that all students have an equitable opportunity to enroll at University High School. In conducting this review, the District shall consult with an expert regarding the use of multiple measures (e.g., essays; characteristics of the student's school; student's background, including race, ethnicity and socioeconomic status) for admission to similar programs and shall review best practices used by other school districts in admitting students to similar programs. The District shall consult with the Plaintiffs and the Special Master during the drafting and prior to implementation of the revised admissions procedures. The District shall pilot these admissions procedures for transfer students seeking to enter UHS during the 2013-2014 school year and shall implement the amended procedures for all incoming students in the 2014-2015 school year.*

The original date was changed by agreement of the Parties and Special Master.

II. EXECUTIVE SUMMARY

The USP directs TUSD to improve the academic achievement of African American and Latino students and to ensure that African American and Latino students have equal access to TUSD's Advanced Learning Experiences (ALEs). ALEs include: Gifted and Talented Programs, Advanced Academic Courses (AP, Pre-AP, Dual-Credit), and University High School (UHS). Historically, UHS has had disproportionately low African American and Latino student populations compared to the rest of the TUSD's high schools. The revised admissions process is one of several strategies to attempt to increase the percentages of African American and Latino students, including ELL students, enrolling and succeeding at UHS.

TUSD has worked to review and revise the process and procedures that it uses to select students for admission to UHS to ensure that multiple measures for admission are used and that all students have an equitable opportunity to enroll at UHS. This review and revision has included consultation with experts regarding the use of multiple measures, a review of best practices used by other school districts in admitting students to similar programs or schools, and ongoing consultation with the Plaintiffs and Special Master. .

The new proposed admissions process will be applied in a fair, equitable, and race-neutral manner. Although TUSD endeavors to positively impact the percentages of African American and Hispanic enrollment and success at UHS, the proposed application process is designed to be impartial and to offer equity and fairness to all students who apply.

University High School Admissions Process Revision

III. DEFINITIONS

Unitary Status Plan (USP)	The USP is a federal-court mandated plan to guide TUSD in its efforts to achieve "unitary status" by eliminating the vestiges of a "dual-system" that operated until the 1950s.
Parties and Special Master	The USP stems from a federal school desegregation court case called <i>Fisher-Mendoza v. TUSD</i> . The parties to the case include TUSD, two plaintiffs groups representing African American and Latino students respectively, and the United States of America, represented by the Department of Justice. There is a court-appointed "Special Master" who oversees implementation, including monitoring and reporting, on behalf of the federal court.
Advanced Learning Experiences (ALEs)	USP Section V(A) identifies TUSD's GATE Programs, Advanced Academic Courses (AP, Pre-AP, Dual-Credit), and UHS as ALEs. These are areas where there has been historically low African American and Latino student participation in comparison to the percentages of the TUSD as a whole.

IV. BACKGROUND AND TIMELINE

The admissions process was first created through a UHS Advisory Report in 1987. It was revised in 1988, 1989, and 1991 by the UHS Matrix Review Committee. In 1997, the UHS school council adopted revised admissions guidelines. It was revised again in December 2009, and March 2010. The current policy was approved by UHS School Council in April 2011. The purpose of the admissions policy, including the entrance exam, is to recruit and retain a diverse and qualified student population.

In March 2013, the UHS Principal, Ms. Elizabeth Moll, established a UHS Admissions Internal Working Group that included Mike Schmidt, a UHS mathematics teacher for the past twelve years who represents the faculty and serves as a liaison to the Instructional Council, the Assistant Principal Amy Cislak who serves on the UHS Site Council, and Dr. Juliet King, an A&R Research Project Manager, who has managed the school's admissions for the past four years. With Principal Moll's retirement at the end of school year 2013-14, the new Principal, Dean Packard, has taken her place. The other members have remained in the Working Group. Additional constituents have been recruited to give input and feedback on the process including: Carmen Hernandez - UHS Learning Support Coordinator; Treya Allen - UHS Career and Technical Counselor; Loraine Blackmon - UHS Office Manager, site council member and UHS Foundation Board member; Terry Adkins - parent and site council member; Matt Ulrich - UHS mathematics teacher and site council member; and Mickey Cronin - student and site council member.

The ALE Director and new principal of UHS were hired on July 1st 2013 and began working with the current working group and expanding the constituent input into the admissions process. The District presented a draft revised process July 20, 2013 for Board, Special Master and Party Review. TUSD staff and UHS, with the inclusion of stakeholders, are working to refine the draft process in time for the 2014-15 admissions period. TUSD will send a revised draft by September 6, 2013, and will continue to consult with the Parties and the Special Master in the refinement of the final plan - set to go to the Governing Board for approval either on September 24, 2013 or, if necessary, on October 8, 2013 prior to implementation. TUSD will send a notification of the possible changes to the new admissions process inserted into the 8th Grade recruitment letter from the ALE Director that was sent September 6, 2013. Notification of any modifications to the current admissions process will be sent to all applicants by October 18, 2013, at the latest.

V. CURRENT ADMISSIONS CRITERIA

Currently, admission to UHS for 9th and 10th grade is based on the following factors: 1) achieving 50 points or more from a combination of points obtained from valuing a student's GPA and entrance test scores, and 2) space availability. Students must have a minimum cumulative GPA average of 3.0 in four core classes – English, Social Studies, Mathematics, and Science. No weight is given for advanced classes, such as Honors or pre-AP.

The cumulative GPA average is calculated from final grades for the second semester of seventh grade and the first semester of the eighth grade school years. UHS currently administers the Cognitive Abilities Test (CogAT) as an entrance exam. The Cognitive Abilities Test has been used as the primary entrance test for over a decade. It is comprised of three sub-tests – verbal, quantitative and non-verbal. In 2013-14 both UHS and GATE (for grades 3-7) will administer the most recent version – the CogAT Form 7 – to grades 3 through 8.

The CogAT's strength is the fact that it is not an intelligence test, nor a standards-based exam (a common type of assessment for "exam schools") but a well-known and norm-referenced assessment of a student's reasoning abilities skills - skills that are not innate and can be developed over time (Loman, 2002). Students must receive a minimum qualifying composite stanine score of 7 on the test to receive points. The current required minimum test score of a 7 on the Composite Stanine is equivalent to a 77th percentile rank and allows for students that may not score a 7 or higher in each sub test the opportunity to still meet the entrance requirements by obtaining higher scores in one or more sub test categories. Points are awarded for GPA and test scores according to the following tables. A minimum of fifty points and above qualifies a student for admissions to UHS. (See Chart below, page 3)

In the past the Ravens test was used as an additive component to supplement student scores. The Ravens test is now available online which makes it ineffective as a measure. Therefore, it was removed as a component of the admissions process beginning in SY 2012-2013.

GPA	Points
4.00	36
3.99-3.86	34
3.71-3.58	32
3.71-3.58	30
3.57-3.44	28
3.43-3.30	26
3.29-3.15	24
3.14-3.00	22

CogAT Stanine Test Score	Points
9	27
8	24
7	21
0-6	0

2.99-0

0

VI. REVIEW PROCESS

The UHS Admissions Internal Working Group met several times to discuss the current admissions policy for freshman and to identify areas for review and revision. Early consensus from the working group determined that additional admissions criteria should be objective and well-defined. The initial feeling was that the use of interviews, personal essays and/or staff recommendations could inject subjectivity into the process, and could reduce the transparency and consistency of the admissions.

Since that time, a larger constituent group has had the opportunity to participate in discussions and overview of the admissions process. Multiple experts have been contacted and additional research has been completed as TUSD adjusted to the UHS principal transition and the hiring of an ALE Director. In addition, feedback has been received from the TUSD School Board, the Plaintiffs, and the Special Master. To this end, a more complete outline of a draft admission processes is outlined below.

A. Expert Analysis

Multiple experts were contacted and interviewed regarding best practices, multiple measures, and other related topics.

Experts Contacted:

1. Kenneth Bonamo (Principal, Scarsdale High School, Scarsdale, NY) September 5, 2013
2. Dr. Chester Finn (co-author, Exam Schools) August 22, 2013
3. Jeannie Franklin (Director, Division of Consortia Choice and Application, Montgomery County Public Schools) Pending (September 9, 2013)
4. Dr. Angela Hockett (co-author, Exam Schools) August 21, 2013
5. Dr. Lannie Kanevsky at the Simon Fraser University (expertise in Academic Resiliency/Motivation scales) July 2, 2013
6. Kelly Lofgren (Admissions Coordinator, Illinois Mathematics & Science Academy [IMSA], Aurora, Illinois) August 16, 2013 (email)
7. Dr. Tonya Moon, University of Virginia (expertise in Gifted Education and Academic Diversity) August 22, 2013

See Appendix A and AA for summaries of interviews.

See Appendix K for expert reports

DRAFT

In discussions with these multiple experts regarding analysis of current "Exam School" best practices, the general consensus is that the use of multiple and varied methods of analyzing students for the basis of admissions yields a more complete picture of the students and is deemed a best practice. When looking at what factors most impact the diversity of the schools, feedback was given that expanding the school, improving recruitment, and improving feeder pattern educational practices have the greatest impact on increasing the diversity of the school.

In these endeavors UHS has been making strides for the past few years. Recruitment efforts have included steadily increasing the amount and accuracy of information being distributed about UHS, and this has resulted in an increase in the number of students entering UHS to over 300 in the current freshman class. During this same time period, there has been a steady increase in the percentage of Hispanic students attending UHS, although the same increase was not seen for African American students. Current size restrictions limit the number of students who are able to attend UHS; given the increase in students qualifying for admission to UHS, this is a concern. Further, UHS has hosted two events with feeder schools to work on vertical articulation of curriculum to help feeder schools prepare students for the rigors of UHS.

See Appendix B for Hispanic and African American student enrollment data.

B. Exam Schools - Current Practice

Various exam school web sites were analyzed, application packets investigated, and personnel contacted, when possible, for an understanding of current practices. In general, these schools used multiple measures and supported a more holistic approach to the admission process.

Exam Schools Reviewed:

- | | |
|---|----------------|
| 1. Illinois Mathematics and Science Academy (IMSA) | Aurora, IL |
| 2. Thomas Jefferson High School for Math and Technology | Alexandria, VA |
| 3. Liberal Arts and Science Academy High School | Austin, TX |

See Appendix C for detailed information on each school; Appendix D for Review of Top-Rated AP High Schools; Appendix E for Review of Exam Schools

VII. PROPOSED ADMISSIONS PROCESS REVISION

In discussions with experts and with those involved in the development of a quality admissions policy, it has become clear that it is best practice to work on a process for implementation that includes the use of multiple measures and a continuous evaluation of this implementation. After meeting with experts and working with constituent groups, we would like to propose the following multi-year process for implementation and analysis of UHS admissions, in collaboration with the Plaintiffs and the Court. This process will allow for:

- 1) flexibility in meeting admission timelines while developing multiple criteria and
- 2) using a varied approach to admissions at UHS, both for the 2014-15 SY and in the future.

The development of a process for implementation and evaluation of admissions, instead of a static policy, will allow all parties the opportunity to better understand how the different proposed changes impact admissions. The outline below looks at a two-year process; however, we would also like the process to be that of continual analysis and improvement over time. This would include analysis of other testing in the future, including the use of the Partnership for Assessment of Readiness for College and Careers (PARCC) as an option.

**YEAR 1 (for students applying in 2013-14 to enroll in 2014-15)
PILOT ADMISSIONS PROCESS**

A. Freshman

1. Eighth grade students that apply for admissions for the 2014-15 school year will complete a *pilot admissions process*.
 - a. Students will take the Cognitive Abilities test (CogAT) – Form 7.
 - b. Testing sites will be arranged for all middle schools that have applicants on site.
 - c. UHS will have two alternative testing dates on site for any student unable to test at their home school or students from outside the district.
 - d. A minimum composite score of 7 will qualify students for points towards admission.
2. GPA
 - a. A student's cumulative grade point average (GPA) is calculated from final grades for the second semester of seventh grade and the first semester of the eighth grade school years.
 - b. A minimum cumulative GPA of 3.0 in four core classes – English, Social Studies, Mathematics, and Science will qualify students for points towards admission. No weight is given for advanced classes, such as Honors or pre-AP.

3. Academic Motivation Test (CAIMI OR OTHER RELEVANT MEASURES)*

- a. All current 8th grade students will pilot a motivation test (CAIMI OR OTHER RELEVANT MEASURES) during the Fall of 2013.
- b. All non-district students that have applied and taken the CogAT will pilot a motivation test.

4. Point Structure: Remains. For the first-year pilot, the motivation test will be used as additive (see below). After the first year, we will look at the motivation test scores and reevaluate the weight/point distribution at that time.

Given the results using the current point structure and awarding bonus points from the use of an additional assessment appear to increase the percentage of African American and Hispanic students that could be admitted to the school. *See Appendix J*

**Dr. Lannie Kanevsky recommended the Children's Academic Intrinsic Motivation Inventory (CAIMI OR OTHER RELEVANT MEASURES).*

B. Sophomores

1. Freshman students that apply for admissions for the 2014-15 school year will complete a pilot admissions process.
2. Students will take the Cognitive Abilities test (CogAT).
 - a. UHS will have testing on site.
 - b. A minimum composite score of 7 will qualify students for points towards admission.
3. Transcript analysis/GPA
 - a. A rubric will be developed to weight GPA and transcript analysis that yields higher values for higher GPA and honors/advanced coursework. For example, a student could be given an additional point for taking an advanced level class, regardless of the grade earned.
 - b. A minimum cumulative GPA of 3.0 on a 4.0 un-weighted scale in four core classes – English, Social Studies, Mathematics, and Science will qualify students for points towards admission.

- c. Students must be on track to graduate with a UHS diploma. (Appendix E)
4. Academic Motivation Test (CAIMI OR OTHER RELEVANT MEASURES): All applicants will pilot the CAIMI OR OTHER RELEVANT MEASURES.
5. Non-Cognitive Admissions Component (Sedlacek and Brooks): Questions would be developed for short answer responses that would be given at the same time as the Motivation assessment. These questions would be related to the seven non-cognitive variables from Sedlacek and Brooks. *See Appendices F and G for information and examples*
6. Teacher Evaluation: Students will submit teacher recommendations similar to the exemplar used by IMSA. *See Appendix H for examples of teacher evaluation form.*
7. Rubrics will be developed for the non-cognitive admission component and teacher recommendations. The development of the rubrics will be done in consultation with outside experts. *See Appendix I for example of rubric.* An extensive evaluation of each admission component will be conducted to analyze the effectiveness, efficiency, and impact on actual admissions.

C. Juniors and Seniors

A UHS diploma carries with it a level of expectation and signifies success in an extremely rigorous and challenging academic setting. The criteria for prospective Junior and Senior Admissions reflect the preparation of current UHS students at this level. Any admissions of Juniors and Seniors is subject to space availability. There may be times when no Junior or Senior students will be admitted. If there are openings and applications are accepted, the following criteria will be piloted:

Students must:

1. be on track to graduate with a UHS diploma. (Appendix E)
2. demonstrate successful performance on the State's standardized test requirements for graduation.
3. have earned an Exceeds on the AIMS or the equivalent ratings on future testing on two of the subject tests, reading, writing and mathematics.
4. GPA of 3.0 or higher in all previous coursework.
5. score of 167 or higher on the PSAT or a score of 1670 or higher on the SAT.

YEAR 2 (for students applying in 2014-15 to enroll in 2015-16)

The Year Two process is an extension of the pilot process that was used for sophomore students in Year One. Based on an extensive evaluation of the Year One process, including analysis of each component and their effectiveness and efficiency, the functioning components of the list below will be used.

A. Freshman and Sophomores

1. All eighth and ninth grade applicants will be given the CogAT to determine eligibility for UHS admissions for the 2015-16 school year. A minimum composite score of 7 will qualify students for points towards admission.
2. Transcript analysis/GPA
 - a. A rubric will be developed to weight GPA and transcript analysis that yields higher values for higher GPA and honors/advanced coursework. For example, a student could be given an additional point for taking an advanced level class, regardless of the grade earned.
 - b. A minimum cumulative GPA of 3.0 on a 4.0 un-weighted scale in four core classes – English, Social Studies, Mathematics, and Science will qualify students for points towards admission.
3. Academic Motivation Test (CAIMI OR OTHER RELEVANT MESURES): All eighth and ninth grade applicants will take the CAIMI OR OTHER RELEVANT MESURES.
4. Non-Cognitive Admissions Component (Sedlacek and Brooks): Questions would be developed for short answer responses and would be given at the same time as the Motivation assessment. These questions would be related to the seven non-cognitive variables from Sedlacek and Brooks. *See Appendix F.*
5. Teacher Evaluation: Students will submit teacher evaluations similar to the exemplar used by IMSA. *See Appendix H.*

B. Juniors and Seniors

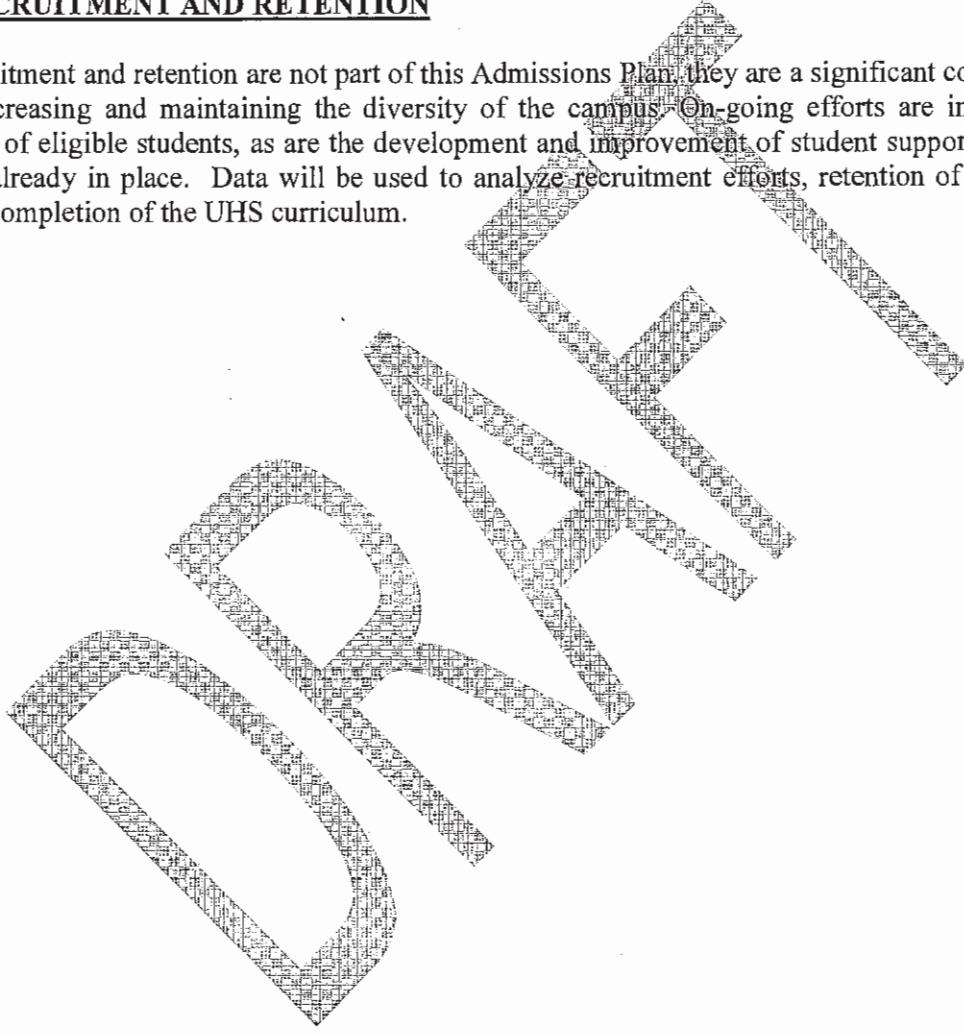
See Year 1

VIII. REVIEW

UHS will create a committee that will review the process and results of admissions yearly. Changes will be considered for the next admissions cycle.

IX. RECRUITMENT AND RETENTION

While recruitment and retention are not part of this Admissions Plan, they are a significant component in UHS's work in increasing and maintaining the diversity of the campus. On-going efforts are in place to improve recruitment of eligible students, as are the development and improvement of student support systems, many of which are already in place. Data will be used to analyze recruitment efforts, retention of students, and their successful completion of the UHS curriculum.



University High School Admissions Revision Plan

APPENDICES

Exhibit	Description	Page #
A	Expert Interviews	2-8
AA	Email from Kelly Lofgren – Admissions Coordinator of Operations, Illinois Mathematics and Science Academy	9-11
B	Hispanic Enrollment	12-13
C	<i>Exam School</i> – High School Information	14-17
D	Review of Top Ranked AP Schools	18-24
E	Review of Case Study Schools in <i>Exam Schools</i>	25-27
F	Sedlack Article	28-41
G	Essay Questions	42-44
H	Teacher Evaluation	45-47
I	Admissions Rubric	48-49
J	Three-Year Testing Data	50-51
K	Expert Reports	52-56