

# University High School

## *What was the process for revising the process?*

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## *What was the process for revising the process?*

### *USP Section V.A.5.a*

By ~~April 1, 2013~~ October 1, 2013, the District shall:

- **...review and revise** the process 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.
- **...consult with an expert regarding the use of multiple measures ...** for admission to similar programs.
- **... consult with the Plaintiffs and Special Master.**
- **...review best practices** used by other districts with similar programs.

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## *What was the process for revising the process?*

### *Above and Beyond the USP...*

- Consulted with **multiple experts**
- **Researched exam schools** nationwide
- **Developed scenarios** for different approaches to gauge varying effects
- **Developed a multi-year approach** focused on continuous evaluation and re-adjustment (where necessary)

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## *What are the goals?*

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## *What are the goals?*

Ensure that all students have an **equitable opportunity to enroll at UHS**.  
[USP V.A.5.a]

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**. [Executive Summary]

A report, disaggregated by race, ethnicity and ELL status, of all students enrolled in UHS; information presented in a manner that permits the parties and the public to compare the data from one year to the next  
[USP V.F.1.a-b, Reporting Section]



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## **UHS 40<sup>th</sup> Day Enrollment, 3-Year Trend** By percentage of total school enrollment

	UHS 2011-12	UHS 2012-13	UHS 2013-14
White	51.7	50.7	50.4
African American	1.3	1.6	1.6
Hispanic	29.7	31.0	32.0
Native American	0.7	0.7	0.7
Asian	12.5	11.8	10.9
Multiracial	4.0	4.2	4.4



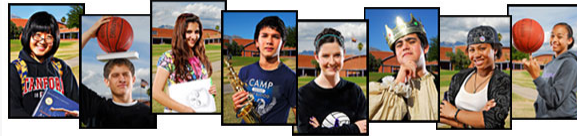
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## Aurora, Illinois

Second most populous city in the State  
Exam School: Illinois Mathematics and Science Academy (IMSA)

## Tucson, Arizona

Second most populous city in the State  
Exam School: University High School

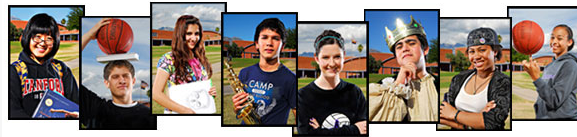


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Race	Aurora	Tucson
White	68%	70%
Other/Multi	14%	17%
African American	11%	5%
Native American	3%	3%
Asian	3%	3%

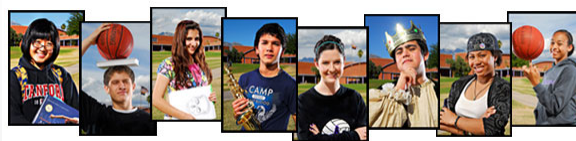
Ethnicity	Aurora	Tucson
Hispanic (Ethnicity)	33%	42%



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Race/Ethnicity	School (IMSA)	School (UHS)
White	34%	50.4%
Other/Multi	4%	4.4%
African American	7%	1.6%
Native American	1%	.7%
Asian	45%	10.9%
Hispanic (Ethnicity)	9%	32%



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*What are the basics  
of the revised  
process?*

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## *What are the basics of the revised process?*

Eighth grade students that apply for admissions for the 2014-15 school year will complete a pilot admissions process.

- Students will take the Cognitive Abilities test (CogAT)
- A student's cumulative grade point average is calculated from final grades for the second semester of seventh grade and the first semester of the eighth grade school years.
- All current 8<sup>th</sup> grade students will pilot a motivation test (CAIMI OR OTHER RELEVANT MEASURES) during the Fall of 2013.

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## *What are the basics of the revised process?*

- Freshman students that apply for admissions for the 2014-15 school year will complete a pilot admissions process.
  - A minimum composite score of 7 will qualify a student
  - A rubric will weight GPA and transcript analysis to capture higher values for higher GPA and Pre-AP courses.
  - Academic Motivation Test (CAIMI OR OTHER)
  - Questions for short answer responses will be given with at the same time as the Motivation assessment.

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*What do the experts  
say about the revised  
process?*

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*What do the experts say about teacher  
recommendations / evaluations?*

“I do not have experience using teacher evaluations / recommendations and would caution against using them because of their subjectivity and the pressure they might put on teachers to be generous in reviewing students, though I would defer to the recommendations of school officials who have experience using them.”

Principal Kenneth Bonamo, Scarsdale HS, NY

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### *What do the experts say about teacher recommendations / evaluations?*

“The teacher evaluations, also required of applicants to IMSA, I believe are one of the best indicators of quality applicants and a strong addition to your policy.”

Admissions Coordinator Kelly Lofgren,  
Illinois Math and Science Academy (IMSA)

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### *What do the experts say about the proposal?*

“Based on my experience at selective-admissions high schools in New York City, I support this final version. The process for both classes in both years seems to be a sound method of ranking applicants to the school.”

Kenneth Bonamo, Principal Scarsdale High School  
Scarsdale, NY

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## *What do the experts say about the proposal?*

...the proposal is an improvement upon the school's prior policy for admission. While research has shown that test scores typically are the best indicator of future academic success, they do not reflect an applicant's background or learning environment and admission solely on the basis of test scores may penalize under-resourced populations.

Kelly Lofgren, Admissions Coordinator,  
Illinois Math and Science Academy (IMSA)

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