

# EXHIBIT D

**MEMO**

Re: Response to Report and Recommendations: Advanced Learning Experiences  
Court Order 1771 – ELLs  
To: Special Master and Counsel  
From: Ignacio Ruiz, Director of Language Acquisition  
Date: March 5, 2015

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**ELL Supplement to the ALE Action Plan Report**

*IT IS FURTHER ORDERED that TUSD shall develop goals for increasing participation of ELL students in specific ALE programs, where practicable, and provide explanation to the Plaintiffs and the Special Master as to how these goals were derived. Within 20 days of the filing date of this Order, TUSD shall complete this ELL Supplement to the ALE Action Plan Report and provide it to the Plaintiffs and Special Master for review and comment.*

Below is an analysis of the number of ELL student participation in TUSD ALE programs over a three year period beginning in SY 2012-2013 and ending in SY 2014-2015. This analysis addresses the following four ALEs:

- Dual Language Self-Contained GATE
- Middle School for High School Credit Courses
- Dual Language Program
- Advanced Placement

These four programs were targeted because they are offered in the primary language(s) of the majority of the district’s ELL students.

In addition, TUSD has established goals for ELL participation in these ALE programs for SY 2015-16 and SY 2016-17. The explanation of how these goals were determined is shown below.

**1. ELL: Dual-Language Self-Contained GATE**

		<b>ELL: Dual Language Self-Contained GATE</b>				
	Grade Level	2012-2013	2013-14	2014-15	2015-16	2016-17
ELL Enrollment	K-8	3	4	14		
ELL Goals					18	24

Analysis: K-8<sup>th</sup> enrollment growth occurred over a three year period with the largest percentage growth seen from SY 2013-2014 to SY 2014-2015. As of SY 2014-2015, ELL participation in Self-Contained GATE significantly increased from SY 2013-2014, by 71%. In SY 2013-2014, Language Acquisition worked in collaboration with the GATE office on ELL recruitment and testing options for identifying and assessing ELLs. TUSD's assessment protocol was revisited so that students could qualify based on variables outside of academic and language proficiency. The Raven, a non-verbal assessment, was selected as the primary assessment tool in identifying ELLs for GATE program participation. As a result, more ELLs were identified and selected, resulting in the 71% increase.

Goals: TUSD will increase K-8 ELL participation in Self-Contained GATE by four students for both SY 2015-2016 & SY 2016-2017. This would put the District at an overall percentage increase of 24 % each year. Because growth has more than doubled from SY 2013-14 to SY 2014-15, the District believes this level of growth may not continue because of the changes in testing and identification for GATE services for SY 2014-2015. For SY 2014-2015, we have modified the assessment protocol to include an additional non-verbal and academic assessment

for continued identification and selection of ELLs. Yearly analysis of identified ELLs will be conducted in order to ensure goals are attained and adjusted where appropriate.

**2. ELL: Middle School for High School Credit Courses**

		ELL: Middle School for High School Credit				
	Grade Level	2012-2013	2013-14	2014-15	2015-16	2016-17
ELL Enrollment	6-8	2	13	23		
ELL Goals					33	43

Analysis: In 6-8<sup>th</sup> grades, growth occurred over a three year period with the largest growth in SY 2012-2013 to SY 2013-2014. ELL participation in Middle School for High School Credit Programs increased by 10 students from 2013-2014 to SY 2014-2015.

Goals: Based on the first three - year trend that increased 10 students each year in 6-8<sup>th</sup> grades, TUSD hopes to continue increasing ELL participation in Middle School for High School Credit Programs by 10 students for each of SY 2015-2016 & SY 2016-2017.

### 3. Dual Language Program

		ELL: Dual Language				
	Grade Level	2012-2013	2013-14	2014-15	2015-16	2016-17
ELL Enrollment	K-12	296	356	280		
ELL Goals					335	390

Analysis: ELL Dual Language K-12 enrollment increased from SY 2012-2013 to SY 2013-2014. ELL participation unfortunately decreased from SY 2013-2014 to SY 2014-2015 by 21%. In SY 2014-2015, TUSD launched the Two-Way Dual Language (TWDL) district initiative. Cycle I rollout of this initiative included an immersion model in K-2 grades. Two of our elementary sites opted to scale down to grades K-2 and K-3 to build capacity and to strengthen their participation in new TWDL model. In addition, an external factor contributing to this decrease was the change in the AZELLA Kindergarten Placement Test which identifies ELLs at the kindergarten level. Specifically, the assessment was changed from an academic oriented to an oral proficiency based test, thus under-identifying ELL students at the kindergarten level. The sites that scaled down to K-2 and K-3 contributed to the decrease because, during the previous year, they were implementing dual language in grades K-5. Accordingly, more students in more grades were identified and participating the previous year in those two schools than the subsequent year in fewer grades. Regarding the kindergarten placement test, because the test changed, fewer ELL students are being identified, producing a decrease in the number of ELL students in dual language.

Goals: In K-12, TUSD will increase ELL participation in Dual Language Programs by fifty five students for each of SY 2015-2016 & SY 2016-2017. This would provide an overall percentage increase of 15 % each year. This would put TUSD within 1% of the previous 16% increase in SY

2012-2013 to SY 2013-2014 that occurred before the new TUSD TWDL model initiative for SY 2014-2015. In SY 2015-2016, TUSD will add Cycle II to the TWDL initiative in 3<sup>rd</sup>, 7<sup>th</sup> and 10<sup>th</sup> grades. Also, the state has made changes to the AZELLA Kindergarten Placement Test and threshold qualification scores have been adjusted and increased which will help to identify kindergarten ELLs appropriately.



#### 4. Advanced Placement Program

		ELL: Advanced Placement				
	Grade Level	2012-2013	2013-14	2014-15	2015-16	2016-17
ELL Enrollment		6	4	10		
ELL Goals					14	18

Analysis: High school ELL enrollment increased from SY 2012-2013 to SY 2014-2015 by four students despite having experienced a modest decrease of two students from SY 2012-2013 to SY 2013-2014. Most of these ELL students were enrolled in AP Spanish Language or AP Spanish Literature, although there were a few students enrolled in other AP courses.

Goals: Based on the most recent trend over the last three years, TUSD anticipates a positive annual growth of about four students. Based on this growth, the District forecasts that by the end of FY 2016 – 2017 there will be similar growth of four students per year. To ensure that this trend continues, TUSD will increase recruitment efforts of ELLs for all suitable AP courses, and particularly for AP Spanish Language and AP Spanish Literature. In addition, TUSD will endeavor to increase AP Spanish Language and Literature course offerings in our high schools.