

EXHIBIT F

Request Form

Meeting Request Information Request Please Expedite

Submitted by: Juan Rodriguez (Mendoza Plaintiff's)

Date: August 14, 2014 (Letter to Bill Brammer)

Related to: Phoenix Union Model, Dual Language Programs, and 2-hour ELD block with OCR students for SY 2014-15

TUSD Comment: Ignacio Ruiz mentioned to Beatriz Arias that the Arizona Board of Education (AZ BOE) is researching current English Language Learner (ELL) programs and taking recommendations from a sub-committee on any potential changes or flexibility given to Arizona school districts. By ADE request, he participated in a Secondary ELL committee from 6/9/14 – 6/10/14. This committee was represented by six Arizona school districts and submitted ELL program changes for secondary level to the AZ BOE ELL sub-committee. There was another group of districts working on Elementary recommendations. Based on the recommendations, the AZ BOE may make changes to ELL programs for SY 2015-2016.

Info Request 1: With respect to the expansion of dual language programs, during the July 15 call, Mr. Ruiz described the dual language immersion model that the District “proposes to implement.” However, the District previously described the “two-way [dual language] model” it would implement in the 2014-15 year in its April 17, 2014 responses to requests for information regarding the ALE plan. Mendoza Plaintiffs ask whether the dual language program described in those responses will be implemented, as previously indicated, and whether they will be implemented in all the schools listed on page 3 of those responses. If not, why has the District decided not to implement the programs?

Response

In order to strengthen our current dual language programs, TUSD is implementing the Two-Way Dual Language Model at the following sites:

- Davis Bilingual Magnet
- Grijalva Elementary
- Hollinger Elementary
- Mary Belle McCorkle
- Mission View Elementary
- Roskruge Bilingual Magnet
- Van Buskirk Elementary
- White Elementary

- Pistor Middle School
- Pueblo Magnet High School

For school year 2014-2015 we are implementing a new immersion model in grades K-2. We will then roll 60/40 immersion into 3rd grade for 2015-2016. Fourth grade through twelfth grade will continue with the 50/50 model.

Info Request 2:

Additionally, Mendoza Plaintiffs read the May 28, 2014 AZ Daily Star article which reported that TUSD is going to revamp bilingual education at 10 schools. That story indicated that a dual language program would be implemented at McCorkle K-8, but that school was not included in the District's April 17 responses. Is TUSD implementing a dual language program at McCorkle for the 2014-15 school year?

Response

Yes, K-2

Info Request 3:

During the July 15 call, Mr. Ruiz indicated that a "team teaching model is recommended" to implement the Phoenix alternate model at Doolen for the second semester of the 2014-15 year. Mendoza Plaintiffs ask TUSD to explain what is meant by "recommended." Who made the recommendation and to whom was the recommendation made?

Mr. Ruiz has not yet made the recommendation, but will put the item on an Instructional Leadership Team (ILT) agenda. His intent was to convey that team teaching is recommended, not that it has already been recommended.

His recommendation to ILT will be the following:

- Explore expanding the Phoenix Union Model into all middle schools during 2014-15, provided the District can obtain ADE approval
- Team teaching model if or where viable

In order for us to implement the Phoenix Union Model, the following needs to be in place:

- Identify Overall Intermediate ELL students as identified on Arizona English Language Assessment (AZELLA). As per the model requirement.
- Research and find appropriate content supplemental material at student's English proficiency level. As per model requirement.
- Obtain Board approval for supplemental material.
- Order supplemental materials.
- Meet with principal and explore potential changes to school's master schedule to accommodate model.
- The identified ELD teacher will write lesson plans for a sample 3-6 week unit that shows how the English Language Proficiency

Response

Reading Standards will be used to drive the lessons that use contextual materials in Social Studies or Science, for the Reading hour of English Language Development. These plans must be included with the proposal to ADE.

- Submit plan implementation proposal to ADE for final approval.

Info Request 4:

Why recommending one school?
Is the recommendation being followed?

Response

The District is recommending exploring implementing the model at all middle schools. The recommendation has yet to be made, it is too early to know if it is being followed. And, even if it is followed internally, it still requires ADE approval.

Info Request 5:

Presumably, the District already knows whether it will implement this model at Doolen as the 2014-15 school year has already begun. Additionally, those responses indicated that the District “should be able to implement [the Phoenix model] at the District’s 4 hour block [middle] schools: Doolen, Naylor, Utterback, Mansfeld, and Valencia.”

Response

Mendoza plaintiffs ask, exactly which schools will implement the Phoenix model?
The District will explore every school where the option is available, but will focus on middle schools in 2014-15, and high schools in 2015-16.

Info Request 6:

....and which of those schools, if any, will use a team teaching approach?

Response

Upon further research by the Language Acquisition Department (LAD), we have determined that team teaching or dual certification is not needed to implement the Phoenix Union model at the Middle School Level. This is due to Middle School teacher not needing to be highly qualified to expand the reading hour of the English Language Development block into a content area such as social studies or science. It is not clear which schools may use the team teaching approach. In high school teachers are required to be highly qualified in both English and the content area.

Info Request 7:

If use of the Phoenix model, whether by a team or by a dual certified teacher, is limited to the Doolen “recommend[ation],” why has the District not expanded use of the model?

Response

The District will explore expanded use of the model.

Info Request 8:

Further, in the April 9, 2014 responses, TUSD said that it cannot implement the Phoenix Union model at Rincon “due to not having the necessary dual certification staff.” (Response at page 5.) Then, in its May 28, 2014 response, TUSD indicated that the team teaching approach was a “possible option” at Rincon. Is this option in fact being implemented?

Response

The Phoenix Union model is not being implemented at Rincon at this time, but is being explored.

Info Request 9:

If not, is that as a consequence of not having necessary dual certification staff?

Response

Yes

Info Request 11:

Mr. Ruiz indicated that the District is “recruiting actively” for dual certified teachers. Mendoza Plaintiffs’ understand that the Phoenix model requires that teachers be “highly qualified in English/Language arts.” Mendoza plaintiffs are concerned that they were only able to find a single ELD job posting on TUSD’s website that requires that the applicant be highly qualified in English (ELD teacher at Utterback, job #15-0375). Is this teaching position for a class under the Phoenix model? Is this the only job posting for a Phoenix model teaching position?

Response

In the Phoenix Union Model, the teacher must be “highly qualified in English/Language Arts”, and at the high school level, they must also be highly qualified in the social studies or science content. (The Phoenix Union Model allows only the use of contextual materials in Social Studies or Science in the ELD III/IV Reading Hour.). No, the Utterback position is not for a class under the Phoenix model.

Info Request 13:

The “News/Event” page on the District’s website indicates that it held a job fair on July 26, 2014. An AZ Daily Star story on July 24, 2014 indicated that the District sought to fill 150 teaching positions at this fair. Mendoza Plaintiffs ask how many of the positions filled as a result of the job fair were for dual certified teachers that will teach the one hour of ELD to which the Phoenix model applies?

Response

None

Info Request 14:

What other steps has the District taken to find dual certified teachers to implement the Phoenix model?

Response

Steps that will be taken by the LAD:

- Identify teachers who are Dual Certified in English/ Language Arts and either Social Studies or Science
- Meet with new Director of Recruitment and Talent Acquisition Janet Rico-Uhrig on potential strategies to recruit dual certified teachers

- District will be recruiting at La Cosecha, (11/19-22, 2014) one of the largest dual language conferences in the nation.
- District will be recruiting at HACU Annual Conference (10/4-6, 2014) as a HSSD affiliate. The Hispanic-Serving School Districts (HSSDs) initiative was started (2006) in order to address the many challenges in recruiting, retaining Hispanic students.

Info Request 15:

Additionally, during the July 15 call, Mr. Ruiz stated that for OCR students, additional support such as the 2-hour block is “recommended.” In the May 28 responses, TUSD indicated that the “District has permission to integrate the ELD Reading and Writing classes with OCR students.” Again, Mendoza Plaintiffs seek clarification for what “recommended” means. At which schools will the District integrate 2 hours of the ELD block with OCR students? If the District does not intend to do this, why exactly has it decided not to?

Response

Placing OCR students in ELD Reading or Writing block is an option ADE has allowed as additional support. It is not required. Other options such as an RTI class before or after school support is also appropriate. We are currently in the process of finalizing ELL student placements and have not begun to monitor OCR students.

-----Information below this line is to be completed by District Staff -----

***Response
Submitted by:***

Samuel E. Brown

Submission Date:

August 28, 2014