

EXHIBIT A

ELL ACTION PLAN:
GRADUATION and DROPOUT PREVENTION

This ELL Action Plan for Graduation and Dropout Prevention is part of, and supplemented by, the District's overall Dropout Prevention and Graduation (DPG) plan. Implementation of this plan is directed and coordinated among departments by the Dropout Prevention and Graduation (DPG) Committee, which consists of representatives from Language Acquisition, Student Support Services, Curriculum and Instruction, Dropout Prevention, and Family and Community Engagement. The principal district department involved on a day to day basis with the ELL Action plan is the Language Acquisition Department. The Language Acquisition Department reports to the Assistant Superintendent of Curriculum and Instruction; the DPG Committee reports to the Assistant Superintendent for Region 4.

A. Current Status

African-American and Hispanic reclassified ELLs (R-ELLs) graduate at higher rates than African-American and Hispanic students who were never ELLs. In 2017-18, African-American ELLs had lower dropout rates than African American non-ELL students. Likewise, Hispanic ELLs had lower dropout rates than Hispanic non-ELL students. Further, the dropout rate for ELLs in TUSD is far lower than the dropout rate for ELLs across Arizona. Similarly, the graduation rate for ELLs in TUSD is far greater than the graduation rate for ELLs across the state.

School Year 2017-18 <i>Data is from ADE</i>	ELL Dropout Rate	ELL Graduation Rate
TUSD	0.6%	67.6%
Arizona Districts	1.8%	52.1%

The following plan sets ELL and R-ELL goals, outlines nine student support services and strategies for continued and expanded implementation, and references additional strategies for future consideration.

B. Goals and Annual Progress Monitoring

Many high-school level ELLs begin their education at TUSD with different levels of language ability and prior education. Those not yet proficient in English must participate in state-mandated 4-hour Structured English Immersion (SEI) and often do not have enough time in the normal school day to accumulate enough credit hours to graduate within four years. Others may not have been in TUSD for most or all of their education careers (some are refugees, some come from other districts, etc.). For many of these students, the District attempts to remediate gaps in learning but cannot always do so in four years or less. Thus, it is difficult to draw year by year conclusions as every year's cohort of ELL seniors has different English proficiency levels (and

different proficiency levels in varying core subjects). This is particularly true for African refugee ELLs coming from different African nations.

The number and makeup of ELL students within a graduating cohort changes from year to year, so percentage comparisons from year to year do not reflect the level of District effort or effectiveness of its strategies. Thus, the District focuses primarily on the number of ELLs graduating, dropping out, or being retained for each individual cycle, and uses goal setting and evaluation as critical tools for databased decisions and identifying gaps for improvement in subsequent cycles. Also, because the number and makeup of students within a graduating cohort may change throughout the year, the District considers four-year graduation rates for both ELL and R-ELL students.

1. Four-Year ELL Graduation Rates

<i>Goal: graduate at least 50% of each ELL cohort</i>				
Year	African American ELLs		Hispanic ELLs	
2015-16	4 of 19	21%	9 of 26	35%
2016-17	7 of 21	33.3%	17 of 40	42.5%
2017-18	17 of 30	56.7%	23 of 38	60.5%

2. Four-Year Reclassified-ELL (R-ELL) Graduation Rates

<i>Goal: graduate at least 75% of each ELL cohort</i>				
Year	African American R-ELLs		Hispanic R-ELLs	
2015-16	25 of 29	86.2%	348 of 490	71.0%
2016-17	22 of 22	100%	359 of 413	86.9%
2017-18	22 of 29	75.9%	417 of 481	86.7%

3. Four-Year ELL Drop-Out Rates

<i>Goal: rate is equal to or lower than each group's non-ELL rate</i>				
Year	African American	African American ELL	Hispanic	Hispanic ELL
2015-16	2.5%	1.7%	1.8%	.1%
2016-17	3.3%	4.2%	2.2%	3.9%
2017-18	4.2%	3.4%	3.1%	1.8%

4. Progress Monitoring

Centrally, the Dropout Prevention and Graduation (DPG) committee (including representatives from Language Acquisition, Student Support Services, Curriculum and Instruction, and Dropout Prevention) shall have responsibility for quarterly monitoring of plan implementation and progress, for reviewing annual goals yearly, and for making adjustments as needed based on data, goals, and information.

C. Student Support Services and Strategies

The District will continue to implement nine ELL/R-ELL support services and strategies and consider other additional strategies to enhance support for ELLs and R-ELLs.

1. ELL Transportation

The District will continue to allow ELLs whose families move into another attendance area to have the option of staying at their home school for the current school year and receiving bus passes for transportation. The Language Acquisition Department has primary responsibility for providing notice of this option to ELL students and families. The Transportation Department provides the transportation to eligible students.

2. Credit Recovery Priority for ELL/R-ELL Students.

The District will continue to give ELL and recently reclassified ELL students priority for credit recovery before or after school and during the summer at no cost. The Language Acquisition Department has primary responsibility for providing notice of this option to ELL students and families.

3. Increase ELL Participation in AGAVE.

The District will continue to provide ELL students with the opportunity to take online courses through AGAVE (AGAVE uses a software program called “Edgenuity”). Edgenuity provides text translation support in two of the District’s high frequency languages, Spanish and Arabic. Edgenuity continues to work with the District to provide more text support in other major languages.

4. Improved Tier I Instruction for ELL Students

The District will continue to utilize the ELD curriculum and assessments aligned to the English Language Proficiency Standards for all K-12 ELL students. The District will continue to

provide training for secondary ELD teachers to learn the five constructs of language, accelerate learning, and receive training on other topics, including common grammatical structures found in academic texts.

In addition, the District will provide training for selected middle school and high school ELD and sheltered math teachers in feeder patterns with high numbers of refugee ELL students to learn how to apply foundational knowledge of language acquisition and sheltered instruction in curriculum and lesson planning and to identify refugee SIFE (Students with Interrupted Formal Education) and differentiate instruction to meet learning and social-emotional needs in the classroom. To support ELL students at the elementary level, the District will provide Tier 2 support by offering after school ELD tutoring.

The Language Acquisition Department is responsible for providing the training to certificated staff described in this section. The Language Acquisition department coordinates the after school tutoring for ELL elementary students.

5. ELD I, II, III & IV Classes for Pre-Emergent/Emergent, Basic and Intermediate-Level ELLs

ELD classes will continue to follow the ELD curriculum in the areas of listening, speaking, reading, writing, and grammar. The ELD I classes will continue to include Pre-Emergent and Emergent students. Pre-Emergent students may be new to English and to school, may have very low literacy but strong oral skills, and may be preliterate in their first language. The ELD II class is for Basic students who are moving from ELD Level I to ELD Level II and possibly from ELD Level I to ELD Level III. ELD III is for low Intermediate-level students, and ELD IV is for high Intermediate-level students. The Language Acquisition Department is responsible for ELD course curriculum and for training teachers for these courses.

6. Literature Intervention Services (formerly labeled “MTSS Math and Literature Intervention Classes for Intermediate-Level ELLs and R-ELLs”)

The Multi-Tiered System of Supports (MTSS) process includes all students, addressing the specific needs of ELLs and recently reclassified ELLs to provide support for language and literacy development. Site and central staff will continue to provide interventions during the four-hour ELD block for ELLs specifically. As documented in the ADE’s SEI model refinements, up to 30 minutes of literacy intervention services with non-ELLs may count toward the four-hour requirement if those services meet the instructional needs of the ELL student. This refinement only pertains to the elementary K-5 level. The school MTSS team is responsible for identifying the need for ELD interventions; the Language Acquisition Department is responsible for the content and provision of the ELD acquisitions themselves.

7. Summer School for ELLs.

The District will continue to offer elementary ELD summer school programs.

The District will also continue to offer high school ELD programs for the beginning levels of ELD. High schools will recruit ELLs from high schools not offering ELD classes and incoming 9th grade ELLs from their feeder middle schools. These high schools will offer a one-credit ELD class for Pre-Emergent/Emergent and Basic students. Classes will be free of charge and the District will provide transportation to students living more than 2.5 miles from the school. ELD coordinators, language success specialists from Refugee Services, and ELD teachers will continue to encourage their students to attend the summer program, provide students with the registration forms, and help the students complete the forms. The District will also offer Intermediate-level ELLs and 1st and 2nd year reclassified students the opportunity to take core content classes required for graduation free of charge during summer school.

The Language Acquisition Department provides ELD summer school programs, and high school ELD programs. High school guidance staff are responsible for identifying and recruiting students for the high school ELD programs.

8. Sheltered Content Classes.

The District will continue to provide Sheltered Content Classes in math for ELLs and former ELLs. All ELLs, regardless of language proficiency, must take a math class every year. Regardless of proficiency level, ELLs participate in math because it is a four-year graduation requirement and the content is more accessible as it is not as language intensive as other core content classes. The Language Acquisition Department is responsible for all aspects of Sheltered Content classes, working in connection with the District's central mathematics curriculum staff.

In 2018-19, the Language Acquisition Department began a comprehensive review and assessment of all sheltered content classes, and is piloting the expansion of sheltered content classes into science and social studies at Catalina, Rincon, Palo Verde, Tucson high schools, and at Doolen middle school. These schools were selected because of their high-refugee, high-ELL populations.

As part of the District's ongoing assessment, the Language Acquisition Department reviewed external research, and conducted a qualitative analysis of the success of existing sheltered content classes. Staff examined the original research upon which the SIOP Model was based (see "Making Content Comprehensible for English Learners: The SIOP Model, Appendix

C: Research on the SIOP Model,” 3d. Ed.). Staff also examined SIOP research projects available from the Center for Applied Linguistics.¹ In August 2018, staff initiated a survey to identify all existing sheltered content classes for the 2018-19 school year. Staff is now working with schools to develop formal processes to evaluate successes and failures of the program in various schools. The external research and current internal data and information will be used by staff to strengthen both existing sheltered content classes, and the expanded sheltered content classes for the 2019-20 school year. Administrators at select sites will receive training on strategies to look for while observing sheltered content classes (using the SIOP Protocol, and making connections with the Danielson Model) so principals know specifics to look for when observing these classes (cross-walk of Danielson and SIOP).

9. REACH for ELL Students.

The district has a new board adopted English Language Development (ELD) Program called Reach by Cengage. These new materials will provide foundational support for ELLs. As a result, teachers of ELLs will be provided with professional development on the affective use of these evidenced based materials. In addition, teachers will have access to language and literacy resources both in class and online to specifically instruct and assess ELs..

D. Family Engagement Strategies

1. School Site-Based Family Engagement. The District’s FACE Plan details the family engagement guidelines for school sites to follow, as supported and monitored by the FACE Department. Those guidelines apply to families of ELL students as well as other families, and the Language Acquisition Department works with the Family and Community Engagement department to ensure that site-based engagement activities are designed to reach ELL PHLOTE families (families of ELL students where the primary home language is other than English) as well as English-speaking families. The Language Acquisition Department supplies translators for school based events. The Language Acquisition Department supplies content (both written materials and personnel at events) to inform families of ELL students of language resources available for their students, and engagement opportunities for families.

Rincon, Catalina, and Palo Verde High Schools provided ELL Family Orientation Nights to immigrant families. These orientations are sponsored by the schools, and other departments

¹ (1) Academic Literacy Through Sheltered Instruction for English Language Learners in Secondary Schools (<http://www.cal.org/what-we-do/projects/academic-literacy>); (2) The Impact of the SIOP Model on Middle School Science and Language Learning (<http://www.cal.org/create/research/impact-of-the-siop-model-on-middle-school-science-and-language-learning.html>); (3) Impact of the SIOP Model on Elementary School Math Learning (<http://www.cal.org/saill/siopmathproject.html>); (4) Enhancing Secondary Education in the Central Valley: Success and Access for English Language Learners (<http://www.cal.org/what-we-do/projects/enhancing-secondary-education>); and (5) Foundational Research on the SIOP Model (<http://www.cal.org/siop/about/history.html>).

work on these events in a supporting role, including Language Acquisition Department, Family Resource Centers, Student Services Departments, and the Student Health Services Department. These orientations focus on information and resources specific to the needs of immigrant families.

Participants meet school administrators, ELL teachers, school nurses or health clerks, and student services support staff. Interpreters for multiple languages are on hand while families participate in presentations and discussions about their children's coursework, who they can contact at the school for specific information and other various topics including health and hygiene, interscholastic sports, meaningful access, and district supports such as the Family Resource Centers, Health Services, and Student Services.

2. District Informational Events and Family Center Events. At District events targeting larger audiences, which may be attended by families of ELL students, the Language Acquisition Department supplies translators, and ensures that there are people and materials to explain ELL resources and family opportunities for engagement.

3. Events Sponsored by Language Acquisition Department. The Language Acquisition Department conducts workshops for families of ELL students on supporting their ELL student, navigating the educational system and participatory engagement opportunities. The Language Acquisition Department works with the Family and Community Engagement Department in developing and updating content regarding engagement opportunities. Workshops are most often conducted at family centers, with the FACE Department coordinating facilities, transportation and child care for these events. These workshops are targeted at ELL families, and Language Acquisition may call on the student services departments (AASSD and MASSD) for help in specific outreach to families to encourage them to come.

4. Targeted outreach for families of struggling ELL students. The MTSS system is the primary District process for identifying struggling or at-risk students, whether or not classified as ELL. When the MTSS team (including language acquisition teachers for ELL students) determines that interventions or family engagement may be of benefit, one of the student services department may already be involved in family outreach. If not, the language acquisition department may either engage in its own direct outreach, or request the appropriate student services become involved, connecting the family to the educational team.