

Copies of relevant communications regarding the OELAS extension and the result(s) of such communications. USP Section V.F(1)(k)

# Appendix 57

**TUCSON UNIFIED SCHOOL DISTRICT**  
**Language Acquisitions Department**  
2025 East Winsett Street, Tucson, AZ 85719-6942  
Telephone: (520) 225-4600

April 15, 2013

Kathy Hrabluk,  
Associate Superintendent  
Office of English Language Acquisition Services  
Arizona Department of Education  
1535 W. Jefferson Street  
Phoenix, AZ 85007

Re: No. 74-CV-204-TUC-DCB

Dear Associate Superintendent Hrabluk:

In compliance with the four-year Unitary Status Plan developed as part of the U.S. District Court consent decree referenced above, Tucson Unified School District (TUSD) requests approval from the Arizona Department of Education's Office of English Language Acquisition Services (OELAS), for the implementation of a Reading Extension option for English Language Development. The proposed option would be available to ELL students in our schools' English Language Development programs, starting with a pilot option at certain schools for the 2013-2014 school year, with full implementation in the 2014-2015 school year.

The proposed Reading Extension option would comport with the requirements established by the Arizona English Language Learner Task Force (ELLTF) for the four-hour ELD model, except that English literacy development would be extended into the content area so as to align with the Common Core emphasis on informational texts. The total amount of instructional time would remain unchanged: four periods or 240 minutes (give or take the ten percent leeway specified by the ELLTF.) Additionally, it would allow TUSD to meet its integration efforts.

If you should require additional information about the proposal, please let us know as soon as possible. Once we have obtained approval from OELAS, we hope to begin revising student schedules with as much advanced notice to parents and students as may be available.

As always, thank you for your support and guidance in serving the needs of our ELL students.

Respectfully,

Ignacio Ruiz, Jr.  
Director

## PROPOSED READING EXTENSION OPTION

**Proposed change:** A Reading Extension Option to reduce the amount of time ELLs are segregated  
**Requested by:** Language Acquisition Department, Tucson Unified School District  
**Target population:** ELLs in grades K-12 (90% of whom are either Latino or African American)  
**Justification:** Reduction in segregation of ELLs and Reading extension request as stipulated by the USP as follows:

*“During the 2012-2013 school year, the District shall pursue an Arizona Department of Education Office of English Language Acquisition Services (“OELAS”)-approved reading block extension to provide access to rigorous mainstream courses and address the literacy needs of ELLs.” [Section (V) (B) (1)].*

*“The District shall not assign students to classrooms or services in a manner that impedes the District from meeting its desegregation obligations. The District shall review its referral, evaluation and placement policies and practices, as well as relevant disaggregated enrollment data, and shall take appropriate action to remedy any classroom assignment or placement of students that results in the racial or ethnic segregation of students.” [Section (V) (E) (1)].*

**TABLE I:** An illustration of the time allocation in the proposed Reading Extension Option

<b>ENGLISH LANGUAGE DEVELOPMENT</b> <i>READING EXTENSION OPTION</i>	
<b>Segregated Grouping</b> 2 hours or Periods	<b>Integrated Grouping</b> 2 hours or Periods
<b>Oral English Conversation/Vocabulary (30 min.)</b> <b>Grammar (30 min.)</b> <b>Reading (30 min.)</b> <b>Writing (30 min.)</b>	<b>Oral English Conversation/Vocabulary (30 min.)</b> <b>Grammar (30 min.)</b> <b>Reading (30 min.)</b> <b>Writing (30 min.)</b>
<ul style="list-style-type: none"> <li>• This <b>extends literacy instruction</b> into the content area in an integrated setting, allowing for the inclusion of two-year reclassified, OCR directive and mainstream students who would most benefit from the use of sheltered instructional techniques.</li> <li>• All ELL students in the Segregated Grouping, as determined by their AZELLA test scores, will receive two hours of daily English Language Development that includes Oral English Conversation/ Vocabulary, Grammar, Reading and Writing using the <i>Arizona English Language Proficiency Standards</i>.</li> <li>• All students in the Integrated Grouping will receive two hours of daily English Language Development through content instruction that includes Oral English Conversation/ Vocabulary, Grammar, Reading and Writing. Instruction will include the SIOP model and adhere to the <i>Arizona English Language Proficiency Standards</i> as well as the corresponding <i>Common Core</i> standards.</li> </ul>	