# TUCSON UNIFIED SCHOOL DISTRICT Language Acquisition Department

2025 East Winsett Street, Tucson, AZ 85719-6942 Telephone: (520) 225-4600

September 10, 2013

Thomas Tyree, President Arizona State Board of Education 1535 West Jefferson Street Phoenix, AZ 85007

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

Dear President Tyree:

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) urgently requests approval from the State Board for the implementation of a Reading Extension Option (REO) for English Language Development (ELD). The proposed option (described in the following pages) would be available to ELL students in our schools' ELD programs, starting in the spring semester of 2013-2014 and continuing through the 2016-2017 school year.

Under the proposed REO, the four hours of ELD required by state law would continue unchanged: four periods or 240 minutes (give or take the ten percent leeway specified by the Task Force), but the time spent in a segregated setting would be reduced. The REO also would comport with all other requirements established by the Arizona English Language Learner Task Force for the four-hour ELD model, except that English literacy development would be extended into the content area. This would allow for continued ELD instruction in an integrated setting while providing access to the Common Core with emphasis on informational texts.

If you should require additional information about the proposal, please know I would be happy to make an in-person presentation to the State Board.

With your help, we believe we can comply with the court's desegregation order while continuing to address the needs of our ELL students.

Respectfully,

Ignacio Ruiz, Jr.

Director

## PROPOSED READING EXTENSION OPTION

Proposed change: Requested by: Target population: Justification: A Reading Extension Option to reduce the amount of time ELLs are segregated

Language Acquisition Department, Tucson Unified School District

**pulation:** ELLs in grades K-12 (90% of whom are either Latino or African American)

Reduction in segregation of ELLs stipulated by the USP as follows:

"The District shall not assign students to classrooms or services in a manner that impedes the District from meeting its desegregation obligations" [Section (V) (E) (1)].

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

ENGLISH LANGUAGE DEVELOPMENT  READING EXTENSION OPTION	
Segregated Grouping 2 hours or Periods	Integrated Grouping 2 hours or Periods
Oral English Conversation/Vocabulary (30 min.) Grammar (30 min.) Reading (30 min.) Writing (30 min.)	Oral English Conversation/Vocabulary (30 min.) Grammar (30 min.) Reading (30 min.) Writing (30 min.)

- This extends literacy instruction 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.
- 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 Arizona English Language
  Proficiency Standards.
- 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 Arizona
  English Language Proficiency Standards as well as the corresponding Common Core standards.

### **Additional information:**

- TUSD uses a separate language arts adoption for ELLs, so mixing students during the hours of literary focus would defeat the integration purpose, as ELLs would still be segregated into an ELL-only reading group.
- SEI, ESL or BLE endorsed and highly qualified content teachers shall address the English Language Proficiency (ELP) Standards during science and social studies instruction.
- The Unitary Status Plan stipulates that TUSD shall provide additional professional development (PD) for teachers of ELL students. TUSD will develop PD sessions to equip content teachers with the ability to effectively address the ELP standards along with the respective content standards. This is a responsibility that content teachers in ILLP schools are already expected to carry out. The PD sessions would thus serve both groups of teachers simultaneously.
- The issue of ELL segregation is as crucial to African American students as it is to Latino students. One out of ten African American students in TUSD is identified as having a primary or home language other than English. Whether their primary language is a colonial tongue such as Arabic or French, or a native African language such as Kirundi or Somali, refugee-status ELLs currently suffer from the same severe dropout rates affecting other ELL populations in Arizona.

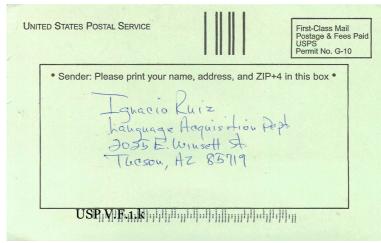
#### COMPLETE THIS SECTION ON DELIVERY 18 65 OF SENDER! COMPLETE THIS SECTION CHIMEN A. Signature ■ Complete items 1, 2, and 3. Also complete Agent item 4 if Restricted Delivery is desired. Print your name and address on the reverse Addressee so that we can return the card to you. B. Received by (Printed Name) C. Date of Delivery Attach this card to the back of the mailpiece, or on the front if space permits. ☐ Yes D. Is delivery address different from item 1? 1. Article Addressed to: If YES, enter delivery address below: □ No Thomas Tyree, thesident = HZ State Board of Education 1535 W. Jeffenson St. 3. Service Type Phoenix AZ 85007 Certified Mail ☐ Express Mail Registered Return Receipt for Merchandise ☐ Insured Mail ☐ C.O.D. 4. Restricted Delivery? (Extra Fee) ☐ Yes 2. Article Number (Transfer from service apel) V.F.1.k 7004 135Appendix5V-26 pt 541

Domestic Return Receipt

102595-02-M-1540

PS Form 3811, February 2004

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