

TUSD Language Acquisition Department (LAD) is seeking flexibility within the 4-hour English Language Development (ELD) instructional requirement from Arizona Department of Education Office of English Language Acquisition Services (ADE/OELAS), to increase integration and access to content for our English Language Learners in the TUSD.

TUSD has received response from ADE/OELAS regarding the reading extension. Since the State Board of Education will now be overseeing ELL programs across the State we were to submit an alternate model proposal to the State Board regarding our original proposal to OELAS. This is an extensive document that would take a tremendous amount of hours to put together and await a response. Recently, the State Board of Education has put together a sub-committee to revisit the 4-Hour ELD block that is currently being required across the state and give recommendations to the State Board on changes/flexibility to the 4-hour model. ADE/OELAS has put together committees from practitioners/leaders across the state to give recommendations to the State sub-committee. Ignacio Ruiz (Director Language Acquisition Department) was selected to represent TUSD on this committee. Due to these recent development's, it is the recommendation of the Language Acquisition Department director to wait and see what transpires with the State Board, and see if any flexibility to the 4-hour block will be given to districts in 2015-2016. In the interim, Ignacio Ruiz has been collaborating with ADE/OELAS on any flexibility that can be given for SY 2014-2015 as we await any decisions made by the State Board.

The District has sought approval for, and is implementing, the following alternate models for secondary schools that allow for increased access to content for intermediate ELLs:

High School

• **Glendale Unified School District and Phoenix Union High School District alternate English Language Development (“ELD”) models at the High School level.**

- These models are available to all schools who meet the criteria. The District began implementing these models in the 2010-11 school year. Below is a list of schools that have participated. Beginning in the 2012-13 school year, Catalina HS and Rincon HS were the only two high schools with the 4-Hour ELD Model. In 2012-13, Palo Verde and Tucson became Individual Language Learner Plan (“ILLP”) schools with two periods of ELD so there was no reason to implement the alternate models at those schools. It is also important to note that in the 2013-14 school year, Rincon did not have any students that qualified for the Glendale Model.

SY	Glendale	Phoenix Union
2010-11	Catalina MHS Palo Verde MHS Tucson High MS	Catalina MHS
2011-12	Catalina MHS Palo Verde MHS Tucson High MS Pueblo MHS Rincon HS	Catalina MHS

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2012-13	Catalina MHS Rincon HS	Catalina MHS
2013-14	Catalina MHS	Catalina MHS

Descriptions of the Models:

Glendale Union High School Alternate Model - A Modification to the Required Four Hours of English Language Development (ELD) for Students Identified as On-Track to Graduate. Students that meet ALL the criteria listed below may be exempted from one or two hours of ELD:

1. Student has been enrolled in Arizona schools for at least two years.
 2. Student is a junior or senior in high school.
 3. Student is an ELL at the Intermediate level on the Arizona ELL Assessment (AZELLA).
 4. Student has achieved a score of “Approaches,” “Meets,” or “Exceeds” on AIMS Reading and Writing subtests.
 5. The student’s composite score on the AZELLA indicates a history of improvement from prior composite scores.
 6. Student’s transcript shows the student has earned a grade of “3” (“C” equivalent) in core content classes. The student is understood to be on track to graduate.
- Currently, only about 5-10 students qualify to participate in the Glendale Model for the 2013-14 school year. These students are scheduled into the ELD Language Arts 2-period block only.

Phoenix Union High School Alternate Model - A modification to the Reading Time Block of English Language Development

This alternate model addresses the use of content materials for the 60 minute Reading portion of the 4-hour ELD requirement for ELL students at the middle school and high school level. In addition, ADE has given TUSD permission to implement the Phoenix Union Alternate Model in the 60 minute Writing portion as well.

Criteria and Provisions:

1. ELL students who have a composite score of Intermediate on AZELLA may receive the Reading portion and/or the Writing portion of their ELD program in an ELD class that utilizes social studies or science textual materials provided that the curriculum specifies a specifically identified English Language Proficiency ELP language (reading or writing) objective and uses content-based texts that are at grade and proficiency-appropriate levels.
2. All content teachers in such classrooms also must be Highly Qualified in English at the high school level and in English or Language Arts at the middle school level.

Currently, TUSD is implementing the Phoenix Union and Glendale Union Models at Catalina Magnet HS only. The Phoenix Union model enables the majority of Catalina’s Intermediate level ELL students to be enrolled in the ELD Language Arts 2-hour block and then in two content classes (social studies or science) that address the Reading or Writing ELP Standards in addition to the content standards. Rincon did not have any qualifying students for the Glendale model and cannot implement the Phoenix Union model due to not having the necessary dual

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certification staff. We are currently exploring a team-teaching model at Rincon to address the dual certification requirement.

Middle School

We are exploring the possibility of implementing the Phoenix Union Model at the middle school level for second semester 2014-2015. Language Acquisition Department (LAD) is researching what resources such as materials are available for sheltered social studies materials. Once LAD knows what materials resources etc. are needed to implement in middle school, LAD would like to pilot alternate model in a selected middle school for second semester of SY 2014-2015.

Elementary Level

The following flexibility has been given by ADE/OELAS for 2014-2015:

- **Kindergarten level** – Mixed SEI. Classroom can mix ELLs with non-ELLs with the stipulation that all ELLs in the classroom receive a minimum of 2 hours of English Language Development. The 2-hours of English Language Development (ELD) are required instead of the 4 hours due to State only funding half-day Kinder. TUSD funds the remainder of the day so 4 hour requirement does not apply to Kindergarten for TUSD.
- Grades 1 through 5: Mixed SEI Waiver. Classrooms can mix ELLs with non-ELLs who may need additional support. TUSD will implement at some sites where numbers of ELLs are low. Non-ELLs that will be placed in these classrooms will be recently reclassified ELLs and former ELLs who continue to struggle in the mainstream. The requirement of the 4-hours of ELD will continue but 2 hours of the ELD time can be addressed through content. This model will allow some flexibility and allow for some integration and increased access to content.

TUSD will need to submit a “waiver” request for elementary mixed SEI model in the fall of 2014 for implementation SY 2014-2015.

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