

# ENGLISH LANGUAGE DEVELOPMENT (ELD) IN TUCSON UNIFIED SCHOOL DISTRICT FOR 2018-2019

## LANGUAGE ACQUISITION

TUSD SCHOOL BOARD PRESENTATION

SEPTEMBER 2018

**TUCSON UNIFIED**  
SCHOOL DISTRICT



LENGUAJE DUAL DE DOBLE VÍA  
**DUAL**  
TWO-WAY DUAL LANGUAGE

# FEDERAL AND STATE REQUIREMENTS

- Office for Civil Rights (OCR)
  - Track progress of English Learners (ELs)
  - Access to grade-level content
  - Provide meaningful access to families
- Unitary Status Plan (USP)
  - Access to the refined SEI model
  - Build and expand Dual Language programs
- Arizona Department of Education (ADE)
  - School Letter Grades- AZELLA accounts for 10 percent of letter grade
  - Compliance with state Structured English Immersion (SEI) Model



# English Language Learners in TUSD

Category	Total	Percentage	Notes	As of (Date)
<b>PHLOTE Students</b>	13,490		Active students	EOY 2017-18
<b>Spanish Speaking PHLOTES</b>	9478	70%		EOY 2017-18
<b>ELLs</b>	3703			EOY2017-18
<b>Spanish Speaking ELLs</b>	2297	62%		EOY2017-18
<b># of Languages Spoken in TUSD</b>	94 languages			4/02/18
<b>Reclassification Rate</b>	4037	11% (unofficial)		SY17-18 (May 11th)

**PHLOTE** – Primary Home Language Other Than English includes all students with another language in the home (FEP, ELL, Reclass. and PWD - parent withdrawal & SPED withdrawal)

**FEP**- Fluent English Proficient

**ELL or EL**- English Language Learners

**Reclass**- A student who is reclassified as English proficient

**PWD**- Parent withdrawals from the program

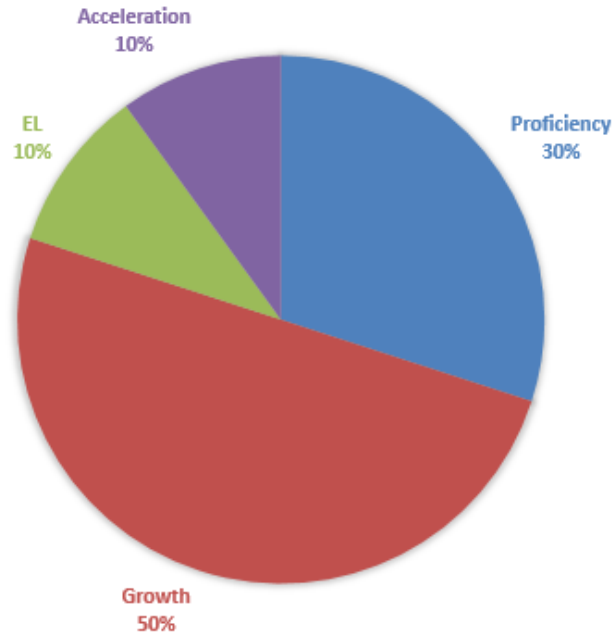
**EOY**- End of year results

**ELLs**-English Language Learners (included parent withdrawals)

# SCHOOL LETTER GRADE CALCULATIONS

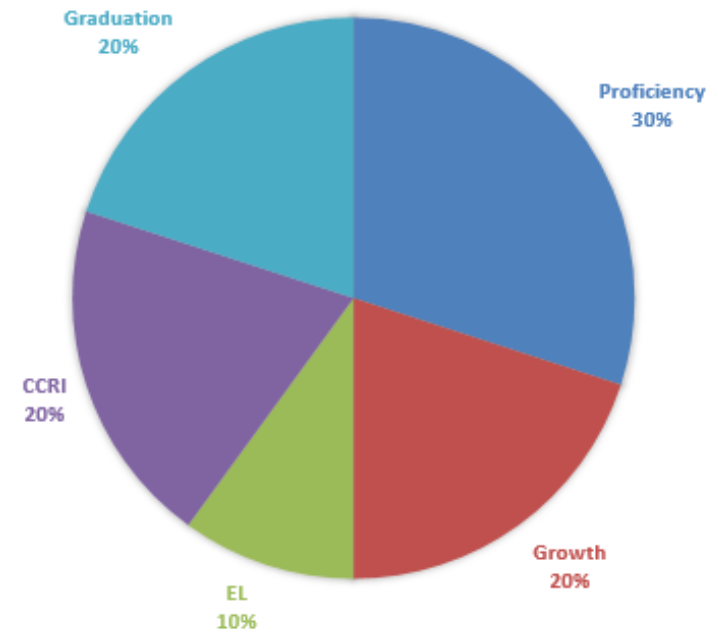
## Kindergarten - Eighth Grade

2018 ACCOUNTABILITY MODEL



## Ninth – Twelfth Grade

2018 ACCOUNTABILITY MODEL



# LANGUAGE PROGRAM MODELS

- **Structured English Immersion (SEI)** (AKA -ELD classes or classroom)
- **Individual Language Learner Plan (ILLP)** (For schools with less than 20 in three consecutive grade levels)
- **Two-Way Dual Language Program (TWDL)**

## ELEMENTARY 4-HOUR ELD/SEI MODEL

Time Allocations	
2 hour block	<b>Reading &amp; Oral English Conversation and Vocabulary</b> <ul style="list-style-type: none"><li>• Language Strand standard 2 (only)</li></ul>
2 hour block	<b>Writing &amp; Grammar</b> <ul style="list-style-type: none"><li>• Writing Domain</li><li>• Language Strand standard 1 (only)</li></ul>

Kindergarten requires two one hour blocks.

or 90 min. blocks each for Intermediate level students who qualify

## SECONDARY 4-HOUR ELD/SEI MODEL

	Time Allocations	AZ ELP Standards
One Hour or Period Each	Reading	<ul style="list-style-type: none"><li>• Reading Domain</li></ul>
	Oral English Conversation and Vocabulary	<ul style="list-style-type: none"><li>• Listening and Speaking Domain</li><li>• Language Strand standard 2 (only)</li></ul>
	Writing	<ul style="list-style-type: none"><li>• Writing Domain</li></ul>
	Grammar	

For Intermediate level students, ELD instruction can be reduced up to two hours.

# INDIVIDUAL LANGUAGE LEARNER PLAN

Schools with fewer than 20 ELLs in 3 consecutive grade levels are placed on an....

**ILLP (Individual Language Learner Plan)**



# TWO-WAY DUAL LANGUAGE PROGRAM (TWDL)



TUCSON UNIFIED  
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## PATHWAY FOR TWO-WAY DUAL LANGUAGE PROGRAMS (TWDL)



### 6 YEARS

Kinder	90/10
1st Grade	90/10
2nd Grade	80/20
3rd Grade	70/30
4th Grade	60/40
5th Grade	50/50

Content areas designated in one language or another



### 3 YEARS

Two courses in Spanish minimum

Spanish Language Arts

Core content classes in Spanish



### 4 YEARS

Completion of Advanced Placement courses

Possibility of: Spanish for Special Purposes.

Third Language  
Concurrent University credit.



# NUMBER OF PROGRAMS IN TUSD THAT PROVIDE ENGLISH LANGUAGE DEVELOPMENT

	SEI	ILLP	TWDL	
Elementary	30	48	9	
Secondary	15	17	5	

Please note that some schools have more than one program



# ADE WILL MONITOR OUR PROGRAMS IN JANUARY



State of Arizona  
Department of Education



Office of English Language Acquisition Services

August 9, 2018

Dr. Gabriel Trujillo, Superintendent  
Tucson Unified School District  
1010 E 10th Street  
Tucson, AZ 85719

Dear Superintendent Trujillo,

RE: On-Site Monitoring Notification

Per A.R.S. § 15-756.08, the Office of English Language Acquisition Services (OELAS) has scheduled a monitoring visit to Tucson Unified School District on January 28-29, 2019. The following schools have been selected for review:

Catalina High Magnet School	Dietz K-8 School
Drachman Primary Magnet School	Hollinger K-8 School
Magee Middle School	Mansfeld Middle School
McCorkle PK-8	Morgan Maxwell School
Myers-Ganoung Elementary School	Palo Verde High Magnet School
Pueblo Gardens Elementary	Pueblo High Magnet School
Roberts Naylor	Roskruge Bilingual Magnet Middle School
Secrist Middle School	Tully Elementary Accelerated Magnet School
Valencia Middle School	Vesey Elementary School

Please notify the identified schools that an OELAS monitoring team will be visiting their school. Additionally, please review the enclosed document, Monitoring Information Required in Advance, for information that must be sent to the OELAS office by December 20, 2018.

Please review the enclosed District EL Monitoring Notebook document. Please prepare a notebook with this requested information to be picked up for review by the OELAS monitoring team on the morning of the scheduled visit. As part of the monitoring requirements, ADE/OELAS must receive information regarding Title III compliance as part of Every Student Succeeds Act (ESSA). To streamline the exit interview process, ADE/OELAS is asking that the enclosed Title III Compliance Documentation document be completed and ready for the monitors on the first day of the monitoring visit.

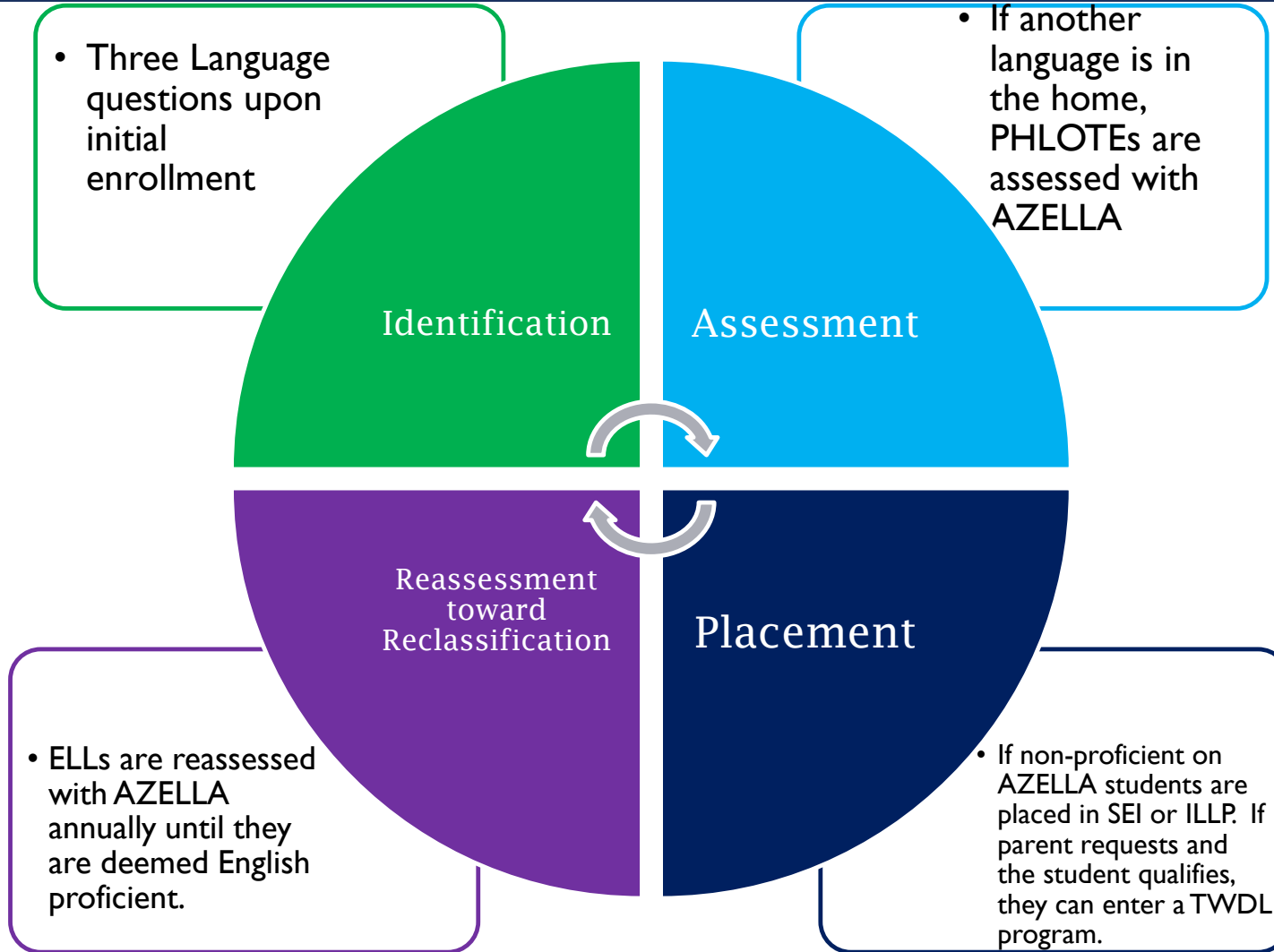
The district will need to set aside a work space for the monitoring team at each school site.

Catalina High Magnet School  
Drachman Primary Magnet School  
Magee Middle School  
McCorkle PK-8  
Myers-Ganoung Elementary School  
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Eighteen Schools will be monitored

# COMPLIANCE BIG PICTURE



# PROFESSIONAL DEVELOPMENT FOR SCHOOL YEAR 18-19

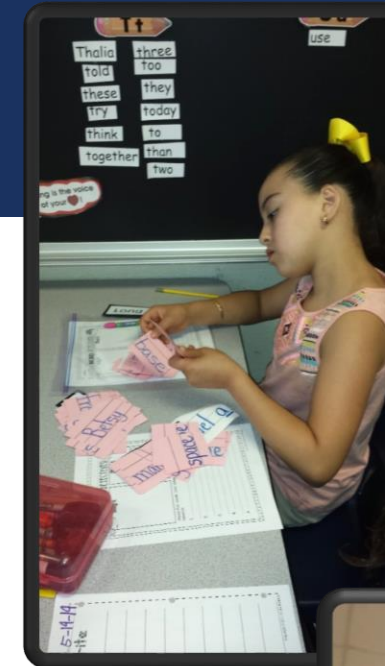
- Ongoing professional development for all program models
  - Language Learning Symposium - Four days in late May and June
  - Office Stars Training - Four days in July
  - Regional Superintendent Presentation - July
  - Instructional Leaders Training - July
  - New Teacher Induction - July
  - New Administrators - July
  - New Secondary ELD Teachers - August

**Much more is scheduled**



# LAD SUPPORT SYSTEMS FOR THE SCHOOL

- Language Acquisition (LAD) Specialists assigned to each school
- Language Assessment Coordinators (LACs)
- ELD Itinerant Teachers for schools on ILLPs
- Dual Language Itinerant Teachers for schools with TWDL Programs
- Interpretation and Translation Services to fulfill the meaningful access requirements
- Support for World Languages
- Evaluate Foreign Transcripts



# WHO TO CONTACT FOR ASSISTANCE



## Language Acquisition Department - Interim Director:

Patricia Sandoval-Taylor

## Language Acquisition Specialists

### **Elementary**

Marisa Pargas

Catherine Espinoza

Olivia Cazares

Cruz Herrera

### **Secondary**

Paula Cortes

Jean D'Andrea

## Dual Language Program Coordinator

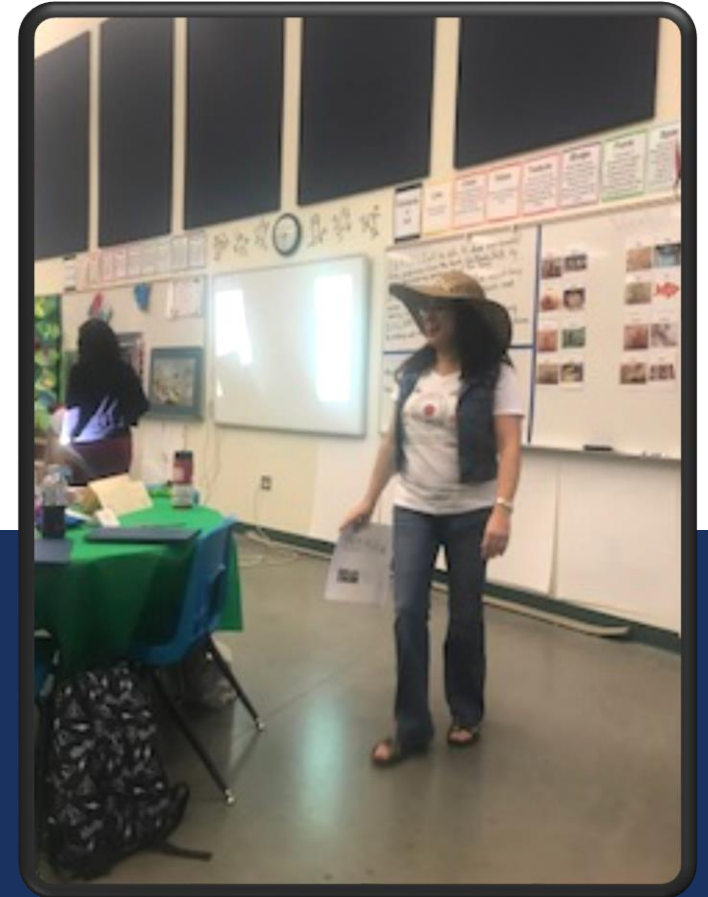
Anna Manzano

# THANK YOU!

PATRICIA SANDOVAL-TAYLOR

LANGUAGE ACQUISITION INTERIM DIRECTOR

TUSD



*Language Acquisition  
Department*



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