

ELL Updates 2015-16



presented by

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Arkansas Department of Education**

AAEA Conference, August 4, 2015

ELL Topics

- ADE ESOL Team
- Overview of State ELL Enrollment
- ELP Standards
- ELPA21
- ESOL Handbook/Equity National Origin Cycle 2 Report
- Funding for ESL/ELD Services
- Title III/AMAOs
- ELL Funds
- Exit Criteria
- Q & A

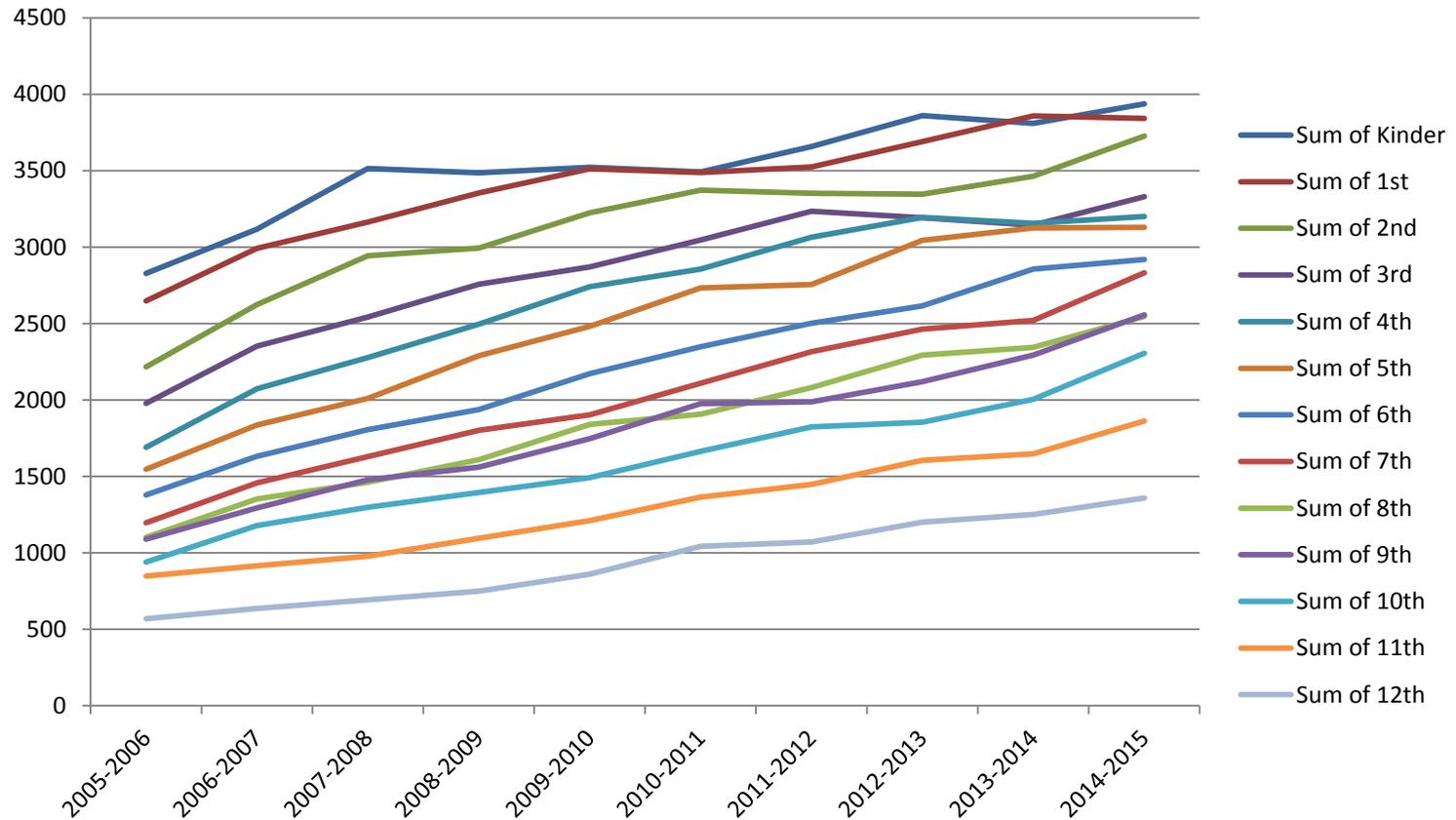


ADE ESOL Team

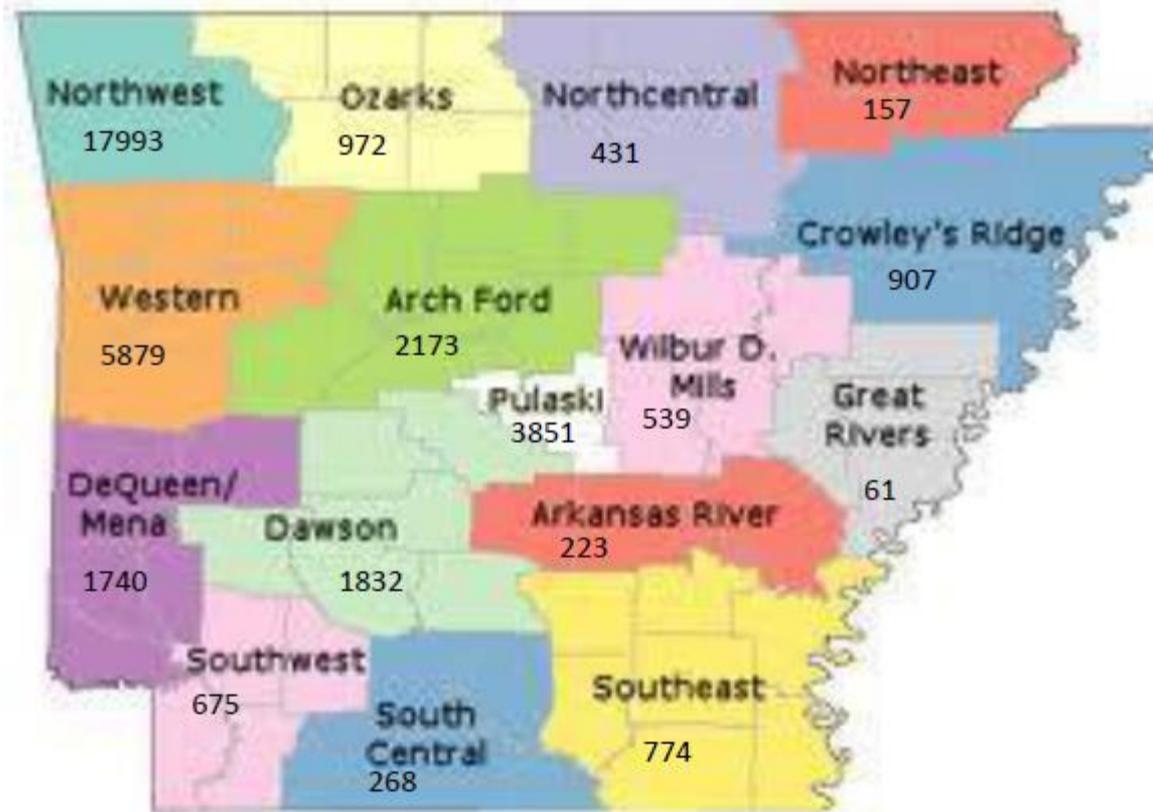
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Arkansas ELL Enrollment by Grade



Arkansas 2014-15 ELL Enrollment by Educational Cooperatives



Educational Cooperative	Total ELL	Total K-12	% ELL
ARCH FORD EDUCATIONAL SERVICE	2173	42153	5%
ARK. RIVER EDUC. SERVICE CNTR.	223	17389	1%
CROWLEY'S RIDGE EDUCATION COOP	907	37310	2%
DAWSON EDUCATION SERVICE CO-OP	1832	42811	4%
DEQUEEN/MENA EDUC. CO-OP	1740	12725	14%
GREAT RIVERS EDUC. SERV. CO-OP	61	15182	0%
NORTH CENTRAL ARK. EDUC CO-OP	431	18728	2%
NORTHEAST ARK. EDUC. CO-OP	157	17630	1%
NORTHWEST ARK. EDUCATION CO-OP	17933	83236	22%
OZARK UNLITD RESOURCE CO-OP	972	15204	6%
PULASKI COUNTY SCHOOLS	3851	56207	7%
SOUTH CENTRAL SERVICE CO-OP	268	15926	2%
SOUTHEAST ARKANSAS EDUCATIONAL	774	18741	4%
SOUTHWEST ARK. CO-OP	675	12050	6%
WESTERN ARKANSAS CO-OP	5879	46770	13%
WILBUR D. MILLS EDUC. CO-OP	539	28254	2%
Grand Total	38415	480316	8%



Arkansas' English Language Proficiency (ELP) Standards

- Arkansas State Board of Education adopted on March 20, 2014
- Went into effect July 1, 2015
- Aligned with
 - English Language Arts Standards
 - Mathematics Practices/Standards
 - Science Standard/Practices
- Assessed by ELPA21, February 1-March 11, 2015



ELP Standards Overview

Located at www.elpa21.org >>> ELP Standards >>>ELP Standards Resources

Currently also located on ADE's website alongside other curriculum framework/standards documents
<http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/curriculum-framework-documents/english-language-proficiency>



But they can't..."

Think about a time you've said or heard someone say that an ELL simply can't do something that CCSS asks all students to do.

ELP Standards Benefits

- ✓ Meeting the Needs of Teachers
 - ✓ ESL/ELD teachers need to work more closely with content area teachers
 - ✓ Content area teachers need tools to fuel academic performance of ELLs
 - ✓ ESL/ELD teachers must have command of language used in subject areas so ELLs can succeed
 - ✓ ELP Standards are a common language bridge for both teachers
- ✓ Deepening Connections Between Language and Content
 - ✓ Fully integrated with content standards
 - ✓ Correspond to existing CCR standards



ELP Standards Benefits

- ✓ Articulating Expectations Clearly
 - ✓ 10 ELP Standards
 - ✓ Grade Bands: K, 1, 2-3, 4-5, 6-8, 9-12
 - ✓ Documents point out where correspond to grade level ELA and literacy, mathematics and science standards
 - ✓ Move the focus from “What language does a student have?” to “What is a student able to do with language within subject areas?”





Simplified texts
and activities



Intellectually challenging activities
that promote access to grade-level
texts with language scaffolds for
deeper learning





Language development focused on accuracy, vocabulary, and correct grammar

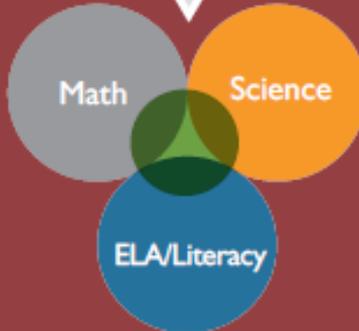


Language development focused on comprehension, production, and interaction





ELP Standards as “junior,”
or a precursor, to
ELA/literacy standards



ELP Standards that correspond with
college- and career-ready standards
to support ELLs’ academic language
development and participation in
content-area activities

*The old ELP standards of some states



Table 1. Organization of the ELP Standards in Relation to Participation in Content-Area Practices

1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
3	speak and write about grade-appropriate complex literary and informational texts and topics
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence
5	conduct research and evaluate and communicate findings to answer questions or solve problems
6	analyze and critique the arguments of others orally and in writing
7	adapt language choices to purpose, task, and audience when speaking and writing

Standards 1 through 7 involve the language necessary for ELLs to engage in the central content-specific practices associated with ELA & Literacy, mathematics, and science. They begin with a focus on extraction of meaning and then progress to engagement in these practices.



8	determine the meaning of words and phrases in oral presentations and literary and informational text
9	create clear and coherent grade-appropriate speech and text
10	make accurate use of standard English to communicate in grade-appropriate speech and writing

Standards 8 through 10 hone in on some of the more micro-level linguistic features that are undoubtedly important to focus on, but only in the service of the other seven standards.



Alternate Organization of ELP Standards

Modalities	Domains	Corresponding ELP Standards	
<p>Receptive² modalities: This mode refers to the learner as a reader or listener/viewer working with 'text' whose author or deliverer is not present or accessible. It presumes that the interaction is with authentic written or oral documents where language input is meaningful and content laden. The learner brings background knowledge, experience, and appropriate interpretive strategies to the task to promote understanding of language and content in order to develop a personal reaction. (Phillips, 2008, p. 96)</p>	<p>Listening and Reading</p>	<p>1</p>	<p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing</p>
		<p>8</p>	<p>determine the meaning of words and phrases in oral presentations and literary and informational text</p>



<p>Interactive modalities: Collaborative use of receptive and productive modalities. This mode refers to the learner as a speaker/ listener [and] reader/writer. It requires two-way interactive communication where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the socio-cultural aspects of communication as language proficiency develops. (Phillips, 2008, p. 96)</p>	<p>Listening, Speaking, Reading, and Writing</p>	<p>2 participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</p>
		<p>5 conduct research and evaluate and communicate findings to answer questions or solve problems</p>
		<p>6 analyze and critique the arguments of others orally and in writing</p>



Grades 4–5 ELP Standards

Standards 1 and 2

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
1	An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	use a very limited set of strategies to identify a few key words and phrases in read-alouds, simple written texts, and oral presentations.	use an emerging set of strategies to identify the main topic and retell a few key details of read-alouds, simple written texts, and oral presentations.	use a developing set of strategies to determine the main idea or theme, and retell a few key details of read-alouds, simple written texts, and oral presentations; and retell familiar stories.	use an increasing range of strategies to determine the main idea or theme, and explain how some key details support the main idea or theme in read-alouds, written texts, and oral presentations; and summarize part of a text.	use a wide range of strategies to determine two or more main ideas or themes, and explain how key details support them in read-alouds, written texts, and oral presentations; and summarize a text.
2	An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	participate in short conversational and written exchanges about familiar topics, actively listening to others and responding to simple questions and some wh- questions.	participate in short conversational and written exchanges about familiar topics, actively listening to others and responding to simple questions and wh- questions.	participate in short conversations, discussions, and written exchanges about familiar topics and texts, responding to others' comments and adding some comments of his or her own, and asking and answering questions about the topic or text.	participate in conversations, discussions, and written exchanges about a variety of topics and texts, building on the ideas of others and expressing his or her own, asking and answering relevant questions, and adding relevant information and evidence.	participate in extended conversations, discussions, and written exchanges about a variety of topics and texts, building on the ideas of others and expressing his or her own ideas clearly, posing and responding to relevant questions, adding relevant and detailed information, using evidence, and summarizing the key ideas expressed.

ELP Standard

ELP Level
Descriptors

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.1	An ELL can . . .	use a very limited set of strategies to:	use an emerging set of strategies to:	use a developing set of strategies to:	use an increasing range of strategies to:	use a wide range of strategies to:
	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	<ul style="list-style-type: none"> • identify a few key words and phrases <p>from read-alouds, simple written texts, and oral presentations.</p>	<ul style="list-style-type: none"> • identify the main topic • retell a few key details <p>from read-alouds, simple written texts, and oral presentations.</p>	<ul style="list-style-type: none"> • determine the main idea or theme, and • retell a few key details • retell familiar stories <p>from read-alouds, simple written texts, and oral presentations.</p>	<ul style="list-style-type: none"> • determine the main idea or theme, and • explain how some key details support the main idea or theme • summarize part of a text <p>from read-alouds, written texts, and oral presentations.</p>	<ul style="list-style-type: none"> • determine two or more main ideas or themes • explain how key details support the main ideas or themes • summarize a text <p>from read-alouds, written texts, and oral presentations.</p>

ELP and CCSS

- * **CCSS Writing Standard 1:** Write opinions or arguments with reasoning and evidence.
- * **CCSS Math Practice 3:** Construct viable arguments.
- * **NGSS Science Practice 7:** Engage in argument and evidence.

Which ELP standard(s) best align(s) with these content-area standards?

CCSS ELP Alignment

- * To meet the grade-level expectation, ELLs must also...
- * **ELP.4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence.**
- * **ELP.9: Create clear and coherent grade-appropriate speech and text.**
- * **ELP.10: Make accurate use of standard English to communicate in grade-appropriate speech and writing.**

ELP Standard #4: An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence

Grade	Proficiency Level 1	Level 2	Level 3	Level 4	Level 5
K	express a feeling or opinion about a familiar topic	express an opinion or preference about a familiar topic	express an opinion or preference about a familiar topic or story	express an opinion or preference about a variety of topics or stories	express an opinion or preference about a variety of topics or stories
1st	express a preference or opinion about a familiar topic	express an opinion about a familiar topic	express an opinion about a familiar topic or story, and give a reason for the opinion	express opinions about a variety of texts and topics, and give a reason for the opinion	express opinions about a variety of texts and topics, introducing the topic and giving a reason for the opinion, and providing a sense of closure
2nd-3rd	express an opinion about a familiar topic	express an opinion about a familiar topic or story	express an opinion about a familiar topic or story, giving one or more reasons for the opinion	express opinions about a variety of topics, introducing the topic and giving several reasons for the opinion	express opinions about a variety of topics, introducing the topic, giving several reasons for the opinion, and providing a concluding statement
4th-5th	express an opinion about a familiar topic	construct a simple claim about a familiar topic and give a reason to support the claim	construct a claim about familiar topics, introducing the topic and providing a few reasons or facts to support the claim	construct a claim about a variety of topics: introduce the topic, provide several reasons or facts to support the claim, and provide a concluding statement	construct a claim about a variety of topics: introduce the topic, provide logically ordered reasons or facts to support the claim, and provide a concluding statement
6th-8th	express an opinion about familiar topics	construct a claim about familiar topics and give a reason to support the claim	construct a claim about a familiar topic: introduce the topic and provide several supporting reasons or facts in a logical order, and provide a concluding statement	construct a claim about a familiar topic: introduce the topic, provide sufficient reasons or facts to support the claim, and provide a concluding statement	construct a claim about a variety of topics: introduce the topic, provide compelling and logically ordered reasons or facts that effectively support the claim, and provide a concluding statement
9th-12th	express an opinion about familiar topics	construct a claim about familiar topics: introduce the topic and give a reason to support the claim, and provide a concluding statement	construct a claim about familiar topics: introduce the topic, provide sufficient reasons or facts to support the claim, and provide a concluding statement	construct a claim about a variety of topics: introduce the topic, provide logically ordered reasons or facts that effectively support the claim, and provide a concluding statement	construct a substantive claim about a variety of topics: introduce the claim and distinguish it from a counter-claim, provide logically ordered and relevant reasons and evidence to support the claim and refute the counter-claim, and provide a conclusion that summarizes the argument presented

ELP Descriptors Show What ELLs CAN do

4th-5th	express an opinion about a familiar topic	construct a simple claim about a familiar topic and give a reason to support the claim	construct a claim about familiar topics, introducing the topic and providing a few reasons or facts to support the claim
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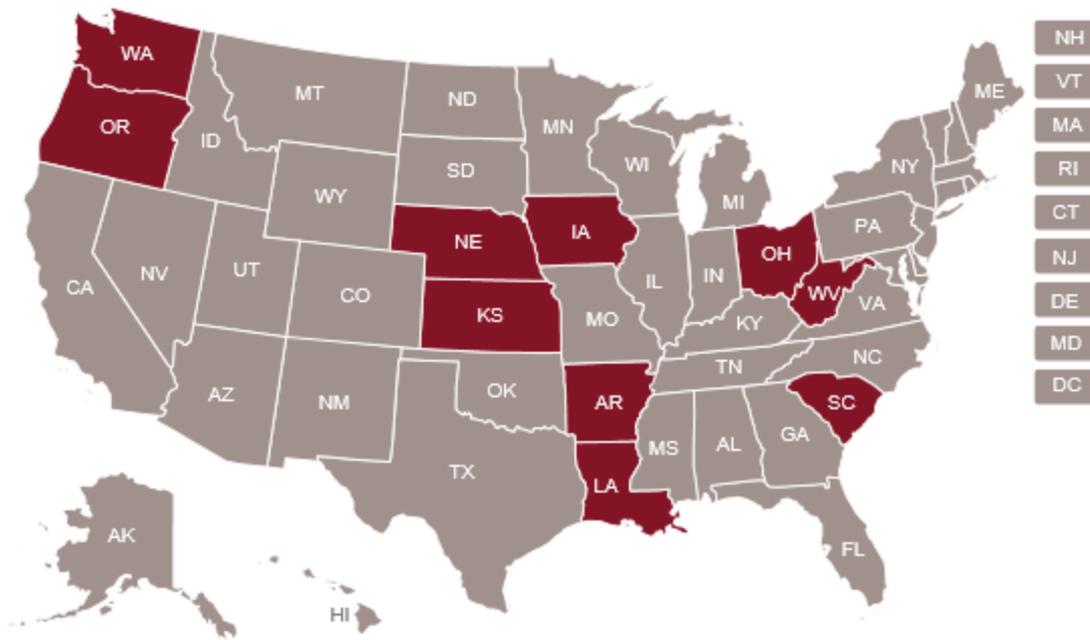
construct a claim about a variety of topics: introduce the topic, provide several reasons or facts to support the claim, and provide a concluding statement	construct a claim about a variety of topics: introduce the topic, provide logically ordered reasons or facts to support the claim, and provide a concluding statement
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ELP Standards

- K-12 Practices Matrix shows correspondence between ELP Standards and Practices in English, Math and Science
- Expanded ELP Standard pages show connections between ELP Standard, content area practices, and ELA or Literacy Standards
- ELPA21 is piloting Professional Development Modules this summer
- ADE to roll out training over 2015-16 and Summer 2016



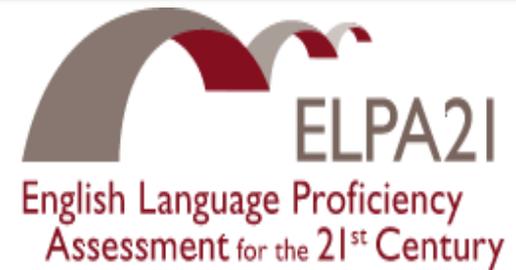


ELPA21

English Language Proficiency
Assessment for the 21st Century

- Consortium of 10 states
- Oregon is the Lead State Agency
- CCSSO is the Project Management Partner





- Will support individual ELLs and their schools and districts through:
 - Use of the screener to identify ELLs (available SY 2016-2017)
 - Monitoring ELLs' yearly progress in the attainment of English language proficiency for academic purposes
 - Measuring districts' success in meeting Title III accountability benchmarks
 - Reclassifying student status from ELL to Fluent English Proficient



ELPA21 Assessment System

- ELPA21 assessment system:
 - Computer administered – fixed form, today; adaptive, tomorrow?
 - Technology-enhanced items – allows for responses other than traditional item types (e.g., multiple choice).
 - More interactive item types – specific to speaking and listening subtests.
 - Reduced scoring time – faster reporting of results
 - Improved data collection and management
 - Increased test security
 - Reduced staff burdens

ELPA21 Website

- <http://www.arkansased.gov/divisions/learning-services/english-language-learners/elpa21>
- Resources – (will change as assessment nears)
 - Headset Technology (Pay particular attention to this. You may purchase these now and next year. The requirements are very specific for this assessment!)
 - Customizable Letters
 - Testing Manuals (including Setup & Installation Guide for computers)

Example Items

- K – Listening
- 2-3 – Reading
- 2-3 – Speaking
- 4-5 – Writing
- 9-12 - Listening

Other ELPA21 Information

Personal Needs Profile (PNP) – designed to aid administrators/proctors with identifying needed features to give students needed access to the test.

- Necessary for students with IEPs or 504 to use programmed accommodations with the online test
- Designed for completion no later than 24 hours prior to testing
- Processes to implement the PNP will be part of planned training and administration manuals

ELPA21 Accessibility & Accommodations

Universal Features (available to all students)

Embedded: amplification, answer choice eliminator, audio support, digital notepad, expandable passages, highlighter, flag for review, text-to-speech (for writing), writing tools, zoom (item-level)

Non-embedded: familiar examiner, read aloud (for writing), scratch paper

Designated Features (identified in advance)

Embedded: answer masking, color contrast, color overlay, general masking, line reader, magnifying glass, spellcheck, turn off universal features, zoom (test-level)

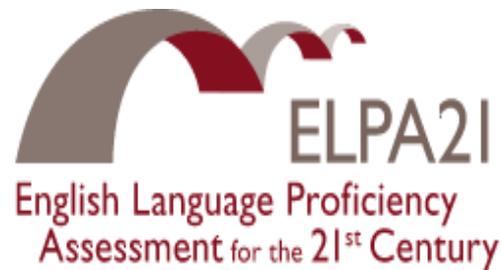
Non-embedded: magnification device, native language translation of directions, noise buffer, print on request, student reads test aloud

Accommodations (available with an IEP or 504 plan)

Non-embedded: answer orally, assistive technology, braille, large print test booklet, scribe



Need more information?



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Arkansas ESL Handbook

- Guide for all districts with an ELL student
- Aligned with the Office for Civil Rights “Programs for English Language Learners” guidance; January 7, 2015, OCR/Department of Justice Memo; relevant laws, court cases
- Sample forms
- Available soon after August 15th



Equity National Origin Cycle 2 Report

SIS Manual, p. 82

Title VI of the Civil Rights Act of 1964 (42 U.S.C. Sec. 200d. et seq.) requires that: *"No person in the United States shall, on the grounds of race, color or national origin be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any program or activity receiving financial assistance."*



Equity National Origin Cycle 2 Report

In addition, insofar as national origin regulations are applied to those students who are limited in their English proficiency, the May 25, 1970 Memorandum from DHEW requirements states that:

"Where the inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."



Student Participation

Does the district have in place, a process that ensures that students of national origin are provided opportunity for full participation in the full life of the school, including all academic services, counseling, extra-curriculum student activities, and placement in gifted and talented programs, advanced placement and honors courses?

Y/N

Equity National Origin Report, Cycle 2



Limited English Proficiency Assessment

Has the district identified language minority students, assessed the level of English proficiency, and provided all Limited English Proficient (LEP) students with an educational program that develops English skills and provides for appropriate, understandable content and subject matter instruction?

Y/N

Equity National Origin Report, Cycle 2



Staff Training

Does the district ensure that staff training, curriculum materials, and evaluation procedures are appropriate for LEP students?

Y/N

Equity National Origin Report, Cycle 2



Inappropriate Placement

Does the district ensure that LEP students are not inappropriately placed in special education classes due to their inability to speak and understand English?

Y/N

Equity National Origin Report, Cycle 2



Parents Who Are Not Proficient in English

Does the district ensure that parents who are not proficient in English are provided with appropriate, understandable, and sufficient information about all school activities?

Y/N

Equity National Origin Report, Cycle 2



Modification of Program

Does the district take steps to modify a program for LEP students when that program proves not to be effective?

Y/N

Equity National Origin Report, Cycle 2



Home Language Survey Report

October 1-Information sent to LEAs in Commissioner's Memo

November 1-HLS Report submitted online by LEAs

Required by Federal Regulations

State ELL Categorical Funding determined by this report for
2015-16 year

Federal Title III Funding—this year's report used to inform
2016-17 funding decisions



Private School Participation in Title III

Have the private schools within the boundaries of your school district been surveyed for participation in your district's Title III program? ____ Yes ____ No

• If so, how many were surveyed? _____

• How many chose to participate? _____

The total number of students identified as ELL enrolled in private schools being served by our district. _____



Funding for ESL/ELD Services

Local Funds

State Funds

- State Foundational Funding
- Other State Funding
- NSLA Funds
- PD Funds

Federal Funds

- Title I Funds
- ELL Funds
- Title III Funds
- Other Federal Funds



Title III Changes

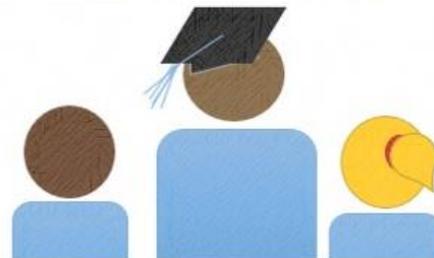
- **Must apply for Title III grant via Indistar by October 1, 2015**
 - Generally showing how the program operates and meets the expectation of federal law regarding education of ELLs
 - Grant available in second Tab as “Title III Guidance and Application”
 - Once open, click “read more” to open the entire guidance document
- **Must have multiple stakeholder input**





ACSIP Statewide Field Test

Supporting Arkansas Schools for Arkansas's Future



Tech Support

State Contact

Lakeside School District



Share this guest login with building staff, school board, parents, and others
Guest Login - Password / **guestdar1319 - guestdar1319**

Share the Leadership Team login with the Leadership Team members
Leadership Team Login - Password / **LTD1319 - LTD1319**

Home	Complete Forms	Submit Forms/Reports	Docs & Links	Coaching
	APPLICATION FOR Title II, Part A Improving Teacher Quality			<ul style="list-style-type: none">• Complete (Tab2)• Upload to Title I folder
	Title III Guidance and Application			<p>Required for all districts receiving Title III funds. Application deadline is Oct. 1, 2015.</p> <ul style="list-style-type: none">• Complete (Tab2)• Upload to Title III folder
	Federal Grants Management - Declaration of Non-Participation			<p>Assurances for compliance for districts that choose not to participate in receipt of federal funds. Please complete and upload a copy of this excel spreadsheet to the Title I Document folder by October 1, 2015.</p> <ul style="list-style-type: none">• Complete (Tab2)• Upload to Title I folder
	State Categorical Program General Description			<p>Districts and schools will develop and submit to the ADE a general description for the use of state categorical funds. Schools only complete general descriptions for activity budgeted in APSCN at the building level. Allowable expenditures found in Special Needs Funding rules, as budgeted in APSCN, will be utilized by legislative audit to determine the appropriateness of expenditures.</p>



Title III Changes

- **Approximately 117 students is threshold to generate \$10,000 grant**
 - As a district—apply via Indistar
 - As a consortium—contact Miguel Hernandez for Notice of Intent to Form Consortium form no later than Friday, August 7, 2015 (also on Indistar in Title III application link)
- **Self-Assessment Instrument**
 - Available from Miguel Hernandez
 - Completed by each grantee
 - Desk-monitoring/On-site monitoring



Title III Accountability



Three Annual Measureable Achievement Objectives (AMAOs)

1. Percent of students making progress towards proficiency on the ELDA (ELPA21)
2. Percent of students scoring proficient (Composite of 5) on the ELDA (ELPA21)
3. AMO Met for Literacy, Math and Graduation Rates for ELL sub pop

In process of revision for 2015-16 AMAO 1 and 2 targets based on transition to ELPA21



Title III Accountability

Requirements for Districts not Meeting all three AMAOs

1. Year One Not Met—notify parents
2. Year Two Not Met—notify parents, improvement plan by district, professional development plan by district, tech assistance by state
3. Year Three Not Met—Same as Year Two
4. Year Four Not Met—notify parents, improvement plan by district, program changes OR personnel changes, state determines funding status



Title III Authorized Expenditures

“Use of Funds” p. 6 of Title III Application and Guidance

1. Required Activities
2. Authorized Activities



“Supplementary Assurances for Title III”, p. 13-15

1. Specific requirements
2. Must be signed now by Federal Programs coordinator, Superintendent, School Board President

“Title III 2% Cap on Administrative Costs and Supplement vs Supplant”, p. 16



ELL Funding

- State Categorical Funding
- ELL Narrative in Indistar (similar to NSLA, PD, ALE)
- \$324/ELL student reported on November 1, 2015, Home Language Survey Report
- No minimum number of ELLs needed to receive funds



ELL Funding Approved Expenditures

- 5.04 ELL funding shall be expended for eligible activities including, but not limited to, the following:
 - 5.04.1 Salaries for ELL-skilled instructional services (not supplanting district financial obligations for providing teachers for ELL students).
 - 5.04.2 Funds for teacher training, consultants, workshops, and ELL course work, including ADE sponsored training programs.
 - 5.04.3 Released-time for ELL program development.
 - 5.04.4 Selection and purchase of language-appropriate instructional and supplemental (enrichment) materials for ELL students (including computer-assisted technology and library materials).



ELL Funding Approved Expenditures

- 5.04.5 Language and cultural skills training for school-based health service providers, counseling service providers, and community liaison staff as needed to serve ELL students.
- 5.04.6 Assessment activities, which include test administration, identification, placement, and review of ELL student academic progress, as well as evaluation activities to determine the effectiveness of the district's ELL program.
- 5.04.7 Funds for the implementation of supplemental instructional services for ELL students.



Arkansas Exit Criteria

Approved by State Board of Education in August 2006

- 1. Spring English Language Proficiency Assessment (ELPA) Scores and Proficiency Levels**-Student must score proficient or above in all five sections (listening, speaking, writing, reading and comprehension) of the spring English Language Proficiency Assessment (ELDA for Spring 2015, ELPA21 begins Spring 2016).
- 2. Previous Year's Grades**-Student must earn a grade of "C" or above in all core subject areas (English Language Arts, Mathematics, Social Studies, Science)



Arkansas Exit Criteria

- 3. State Standardized Achievement Scores-**Student must score Proficient or Advanced on the CRT Literacy and Mathematics or score at or above the 40th percentile on the NRT.
- 4. At least two current teachers recommend exit or reclassification** based on the criteria above.
- 5. The decision to exit or reclassify the ELL student from the ESL program must be made on an annual basis by the LPAC following a review of spring ELPA results**



Arkansas Exit Criteria

- Commissioner's Memo in process
- Need to use state achievement test data available to all districts
- Will be reviewed in light of changing assessments before 2016-17



Questions?



ADE ESOL Team

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