

Minutes

Vision for Excellence in Education and Arkansas Accountability System Steering Committee Meeting Wednesday, August 28, 2019

The Vision for Excellence in Education and Arkansas Accountability System Steering Committee (Steering Committee) met Wednesday, August 28, 2019, in the Division of Elementary and Secondary Education (Division) Auditorium. Ms. Ouida Newton called the meeting to order at 9:31 a.m.

Present: Ms. Ouida Newton, Chair; Senator Jane English; Ms. Melinda Kinnison; Mr. Anthony Bennett; Ms. Melissa Bratton; Dr. Harold Jeffcoat; and Ms. Starlinda Sanders

Absent: Secretary Johnny Key, Representative Bruce Cozart, Ms. Michelle Hayward, Ms. Ima Etim, Ms. Joyce Flowers, and Ms. Gloria Phillips

The meeting was live streamed and the recording was posted on the DESE website at <http://dese.ade.arkansas.gov/divisions/public-school-accountability/every-student-succeeds-act-essa/stay-informed-archive/meeting-agendas-presentations-videos-minutes>.

Consent Agenda

Ms. Newton noted that she has been appointed as the Steering Committee chair.

Ms. Newton introduced Ms. Starlinda Sanders as the newest member of the Steering Committee. Ms. Sanders is the Career and Technical Education Director in Bentonville.

Consideration of Approval for Minutes – March 27, 2019

Dr. Jeffcoat moved, seconded by Ms. Bratton, to approve the March 27, 2019, meeting minutes as written. The motion passed unanimously.

Discussion Items

Communication with Communities - Report Card

Public School Program Advisor Ms. Chelsey Moore discussed successes regarding communication about the release of the school report cards. She said the My School Info portal received a record 131,343 page views on the day of the release of the 2018 Arkansas Report Cards. Ms. Moore discussed that both Commissioner's Memos and press releases were distributed throughout the launch. Informational items were added to the Public School Accountability's Report Card webpage and included one-page flyers and videos. She said social media posts were made throughout April and May. These posts highlighted the information available, new modules, options for data usage, and stakeholder feedback options. Ms. Moore said a survey of users across Arkansas returned 397 responses. She also noted the focus groups of educators and community members across the state were encouraged to submit feedback via the available survey.

Dr. Jeffcoat commended Ms. Moore and the rest of the team on the videos which were sent out and acknowledge the overall great information being shared with the public.

Ms. Sanders asked what information was being requested in the survey. Coordinator of Evaluation and School Performance Dr. Alexandra Boyd said the survey was used to see how easily stakeholders were able to access the report card information. The survey was also used to collect data through the use of open-ended questions regarding usage difficulties and general suggestions.

Ms. Newton asked what changes were made based on the survey and other feedback received. Dr. Boyd said the most consistent feedback received has been that the data explanation are not particularly parent friendly. She said that are working toward making this information more accessible to everyone. There will be a communication plan which will mirror last year; however, there will be a parent friendly focus. Ms. Newton suggested bringing in parents and community members to assist with making the data more parent friendly.

Senator English suggested that this data may potential be a good topic for a Chamber of Commerce program. Dr. Boyd noted that some Chambers of Commerce are actually already using and reviewing this data.

Alignment Study

Assistant Commissioner Ms. Stacy Smith provided an overview of the alignment study. Based on a peer review of Arkansas' assessment for grades 3-10, an alignment study was requested by the federal government. The alignment study is a process used to determine whether the questions on the assessment are aligned to the state's academic standards in each grades level. She said an outside group, ACS Ventures, was hired to lead an independent alignment study and compile a subsequent report. Ms. Smith said the three key questions of the study were as follow.

- What cognitive processing [Depth of Knowledge (DOK)] is expected?
- How do Performance Level Descriptors (PLDs), the full range of knowledge and skills on the ACT Aspire, reflect Arkansas standards?
- How does ACT Aspire measure knowledge and skills within Arkansas standards?

Ms. Smith said that 89 Arkansas educators completed the study over a four-day period. She said these panelists reviewed standards, ACT Aspire PLDs, and test forms. The panelists also determined whether the questions on ACT Aspire were aligned to the Arkansas State Standards. Ms. Smith reviewed the processes for the panelists' tasks during the study and reviewed the results of the study. There were some questions from Steering Committee members regarding specific data.

Ms. Smith provided an overview of an evaluation of the study process. She said that the feedback was positive and the panelists said they felt prepared, confident, and that there was sufficient time to train and complete the tasks required of them. Ms. Smith noted that overall it was determined that there was alignment across all three subject areas. She said not all Arkansas standards are on the assessment, but that was understandable.

Ms. Smith reviewed NAEP equivalency data for the 2013 Arkansas Benchmark and the 2017 ACT Aspire for reading and math in grades 4 and 8.

ESSA Advisory Group Reports

A. Accountability

Coordinator of Evaluation and School Performance Dr. Alexandra Boyd said the ESSA Accountability Advisory Team met via ZOOM. The team discussed the markup of 2019 Index Reports, saying they appreciated the improvements and they made a few suggestions to improve the consistency of the report. She said the team members' feedback on the new report card was focused on the inconsistency of the reporting values and suggested solutions. Dr. Boyd said the team members also reported that community groups, such as local chambers of commerce, were utilizing the data for group discussions of community schools.

B. Educator Equity and Effectiveness

Director of Educator Licensure Mr. Andy Sullivan said there are 194 Beginning Administrators (134 assistant principals, 40 principals, 12 curriculum administrators, and 8 LEA administrators). He discussed the knowledge level, skill attainment, and transfer to practice percentage outcomes of different types of professional development (theory, demonstration, practice, and coaching). The type of professional development which provided the most impact to the percentage outcomes was coaching. Mr. Sullivan reviewed what the three years of beginning administrator induction looks like. He said that they try to avoid pulling the educators out of their buildings more than necessary. He noted that they had 40 advisors from around the state who have completed at least phase 3 of the Master Principal program. The Beginning Administrators were broken into advisor groups of 5-7 with others in like assignments. These advisor groups meet via ZOOM twice monthly.

Ms. Newton asked if the percentage of administrators moving on to year 2 and year 3 is high and Mr. Sullivan confirmed that is true. He noted that the larger loss of administrators is in years 3-5 due to burnout. It was discussed how important it is for building administrators to have a support network of people in similar roles to reach out to for assistance.

Mr. Sullivan said they have implemented the LEADS 2.0 plan, which is the new leadership rubric for principals. He said the assistant principal and curriculum administrator rubric are still being developed. Mr. Sullivan noted they have had 1,000 participants in LEADS 2.0 sessions. He said they have partnered with the Leadership Academy and in October virtual sessions will be available.

Director of Educator Effectiveness Ms. Sandra Hurst said there are approximately 3,600 early career or novice teachers. The goals for mentoring novice teachers are now to do the following.

- To establish an increase in student achievement as determined by assessment(s)
- At the end of three years, teachers will be on a pathway to attain the Career Educator License.

Ms. Hurst also provided an overview of equity labs. She said the labs have been completed with five districts: Little Rock, North Little Rock, Pulaski County, Pocahontas, Piggott, and Sloan Hendrix. Three more labs have been scheduled with three other districts. She said the lab experiences will lead to the implementation of strategic human capital plans in Arkansas districts that have the imperative to reduce disparities in the access in the access poor and minority students have to excellent teachers as their core principle.

Ms. Bratton asked who would attend the first session. Ms. Hurst said it is very important that the superintendent attends and they bring their principals and someone who is in charge of human resources.

Ms. Newton asked how the data are compiled. Ms. Hurst said they use My School Info to have the administrators really look into the data they are reporting.

Ms. Hurst said that one thing they are really pushing with Teach Arkansas campaign is culturally responsive teaching. She provided an overview on the use of poverty simulations, which are role-playing events regarding the lives of low-income families, including single parents, people with disabilities, and senior citizens of Social Security.

Public School Program Coordinator Ms. Joan Luneau provided a brief update on scientific reading instruction and reviewed the numbers in the Career Continuum licensure designations.

- Early Career Professional Educator – 1,486
- Career Professional Educator – 51
- Master Professional Educator – 183
- Lead Professional Educator – 28
- Master Professional Educator/Lead Professional Educator - 8

Ms. Luneau also mentioned that Educator Preparation unit has been working with Institutions of High Education to promote degree completion programs, 2+2 programs, and modified traditional preparation programs as pathways for paraprofessionals.

Special Projects Administrator Mr. Frank Servedio discussed the data from the Workforce Stability Index for inexperienced, out-of-field, and ineffective teachers, as well as rates of attrition.

Ms. Sanders noted that some of the data are pretty statistically significant and asked if causes have been identified. Mr. Servedio said that some of causes could be determined from the equity labs which are being held. Ms. Hurst gave a brief overview of opportunity culture school models.

Assistant Commissioner Dr. Suzanne Bailey talked about the Commissioner's Memo which was sent out to all school districts and educational service cooperatives to seek volunteers to service on their new advisory team to provide input and feedback on opportunities that affect educators and students across the state.

C. English Learners

Public School Program Coordinator Ms. Tricia Kerr provided an update on the English Learner/Title III Advisory Group. The group met on Monday, April 15, 2019, via ZOOM, to discuss the professional judgement rubric and exit criteria. She said they reviewed the 142 feedback responses from the implementation survey which was sent out to school districts and overall, the districts are able to implement new criteria. Ms. Kerr also reviewed the data on 2018 ELPA21 Proficient students' corresponding state assessment results and Fall 2018 EL status. She said the recommendations for the Professional Judgment Rubric/Exit Criteria were as follow.

- Tighten up language in the rubric
- Reach out to districts who indicated using evidence not approved (such as grades)

- Examine how students who were exited without an ELA score performed on the Spring 2019 state assessments

Ms. Kerr said the group met on Tuesday, April 23, 2019, via Zoom to discuss the Title III Formula Grant application as part of a major overhaul of the grant. She said they needed to describe base English Learner services required by Title VI, Lau v Nichols, Castaneda v Pickard, and Arkansas Standards for Accreditation. They also needed to outline three required activities for Title III and any additional activities selected and have a budget which clearly aligned with activities. Also they reviewed the guidance document, proposed application, sample budget and revised all resulting in the final versions. Ms. Kerr said the next meeting is Wednesday, September 4, 2019, via ZOOM. The topics of the next meeting are the English Learner Program Risk Assessment and English Learner Program Monitoring Procedures.

ESSA School Index Business Rules 2020

Coordinator of Evaluation and School Performance Dr. Alexandra Boyd said on October 15, 2019, the ESSA School Index and School Rating reports were projected to be released to the public. She also said they are working to push up the release of the Report Card data to a period between December 2019 – April 2020. She also provided a webpage for the Steering Committee to review the business rules and other informational documents for the ESSA School Index.

Timeline for Perkins V

Career and Technical Education Director Dr. Angela Kremers provided a brief update to the Perkins V State Plan timeline. She said they recently finished their visit from the USDOE Office of Career and Technical Adult Education and they were pleased. Dr. Kremers said the public comments period were about to begin and the state plan should be in effect by July 1, 2020.

Ms. Newton asked if they felt like they are on track and Dr. Kremers confirmed.

Planning for Next Meeting

Coordinator of Evaluation and School Performance Dr. Alexandra Boyd asked for topic requests for the next meeting. The requested topics were report cards, the alignment study, indicators that stakeholders are bringing forward, and Perkins V.

The next meeting will be 9:30 a.m. Wednesday, December 11, 2019.

Adjournment

Senator English moved, seconded by Mr. Bennett, to adjourn the meeting. The meeting adjourned at 12:07 p.m.

Minutes recorded by Tiffany Donovan



Ouida Newton, Chair