

Minutes

Vision for Excellence in Education and Arkansas Accountability System Steering Committee Meeting Wednesday, March 27, 2019

The Vision for Excellence in Education and Arkansas Accountability System Steering Committee (Steering Committee) met Wednesday, March 27, 2019, in the Arkansas Department of Education (Department) Auditorium. Ms. Ouida Newton called the meeting to order at 9:30 a.m.

Present: Ms. Ouida Newton, Ms. Joyce Flowers, Mr. Anthony Bennet, Ms. Melinda Kinnison, Ms. Melissa Bratton, Dr. Harold Jeffcoat

Absent: Commissioner Johnny Key, Chair; Senator Jane English; Representative Bruce Cozart; Ms. Michelle Hayward; Ms. Ima Etim; Ms. Gloria Phillips

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

Ms. Ouida Newton acted as meeting chair in Commissioner Key's absence.

Consent Agenda

Consideration of Approval for Minutes – January 30, 2019

Ms. Flowers moved, seconded by Ms. Bratton, to approve the January 30, 2019, meeting minutes as written. The motion passed unanimously.

Discussion Items

Amendment Approved

Assistant Commissioner Ms. Deborah Coffman said that Arkansas' Every Student Succeeds Act (ESSA) plan amendment request, submitted to Secretary Betsy DeVos, was approved on March 11, 2019. She noted that all documentation for this amendment was posted to the Department website and the revised plan will also be sent to the U.S. Department of Education for posting to their website.

ESSA Advisory Group Reports

Accountability

Director of Program Evaluation Dr. Alexandra Boyd presented the Accountability report. Dr. Boyd provided an update regarding the ESSA Accountability Advisory Team meeting in March. The purpose of the meeting is to gather concrete, actionable input and guidance from stakeholders to help inform ESSA planning specific to Arkansas' response to state accountability requirements. During the meeting they discussed the amendment request being sent to Secretary DeVos' office for approval and the state Report Card release. They solicited suggestions from the group regarding Report Card communications. Dr. Boyd also said that Dr. Stroud provided an update on the 1003 grant process. Grant applications

have been reviewed and accepted and they are starting to work with school districts regarding this process.

Dr. Boyd said that they held a conversation about the School Quality and Student Success (SQSS) Indicator and received a lot of positive feedback from the stakeholders. Stakeholders also provided ideas on how to improve the SQSS Indicator moving forward. Dr. Boyd said the most notable thing she heard multiple times was about student engagement. Schools are looking into their chronically absent students and why they were chronically absent, as well as addressing the needs of those populations.

Ms. Newton asked if there was any discussion on teacher absenteeism. Dr. Boyd said that it was discussed briefly and it was mentioned that it would be nice to have that SQSS Indicator moving forward. She said that currently she does not believe that teacher absenteeism is collected uniformly across the state. If using teacher absenteeism for accountability purposes, the data collection must be uniform first. Ms. Newton asked what kind of data they are looking at for SQSS. Dr. Boyd said, for student engagement, that they have individual discussions with the students. Ms. Newton asked if there were any mentions of things that they would like to see in the future. Dr. Boyd said a number of them wanted to see the program completers for Career and Technical Education (CTE). She said that ways to incorporate the ACT scores into SQSS was also discussed. She said that they were pleased that the overall system included English Learner growth and the structure of weighted achievement. Ms. Kinnison asked about gathering data on substitutes and Ms. Coffman said that would need to be researched further to see what data is available.

Assessment

Assistant Commissioner Ms. Deborah Coffman said the alignment study has been completed. She said that numerous teachers and other stakeholders were brought in to help with this process. The study has been shared with and reviewed by the Technical Advisory Committee. The plan is to publish a report regarding the alignment study soon.

Educator Equity and Effectiveness

Assistant Commissioner Dr. Suzanne Bailey discussed the five goals of Educator Equity and Effectiveness. Regarding workforce data, she said that in educator preparation programs, they have seen increased enrollment for traditional and alternative educator prep, as well as increased alternative prep completers over the previous year. Dr. Bailey also noted that high poverty, high minority students are more likely to have: inexperienced teachers; a greater rate of teacher attrition; and teachers teaching outside their field of study. She said that the Department wants to give these teachers the support and training they need. Dr. Bailey said that they have a micro-credential piloted for the APPEL I cohort in spring 2019 and there will be a report prepared in June 2019. She said there is currently one teacher residency program, but they are working on three other programs. Also, she discussed the program option for paraprofessionals to become teachers. Dr. Bailey also discussed the career continuum, which was implemented in January 2019 and has four designations (early career, career professional, lead professional, and master professional). The career continuum gives teachers a pathway to be school leaders without leaving the classroom. She also discussed Opportunity Culture Schools and said that Carlisle, Crossett, and Cutter Morning Star would begin this process during the 2020-2021 school year.

Dr. Jeffcoat commended the Educator Effectiveness team for leading the way. He asked for a description of what an Opportunity Culture School is. Director of Educator Effectiveness Ms. Sandra Hurst said the goal of an Opportunity Culture School is to extend the reach of an effective teacher to more students and said there are six or seven models for these types of schools.

Ms. Newton asked if there was any data available for Arkansas schools regarding Opportunity Culture. Ms. Hurst said North Little Rock has been using the Summit platform and have shown considerable growth. She said that she did not have any of the numbers readily available. She said that she would share these numbers at a later date.

Ms. Newton asked if there was a plan to present this information to the full State Board of Education. Dr. Bailey said they can if the State Board would like them to present.

English Learners

Public School Program Coordinator Ms. Tricia Kerr said the English Learn Title III Advisory Group met February 15, 2019, via Zoom. The main topic of the meeting was the professional judgement rubric and exit criteria. She said they are in the process of releasing an implementation survey and have received feedback on the survey design. The goal for the survey is to find out how well the new exit criteria are working. Ms. Kerr reminded the Committee of the criteria. She said there is a task force which has been creating a resource guide on how school districts can assist English Learners with disabilities. This guide covers from pre-referral, intervention, potential referral, and referrals. The training regarding the resource guide is planning for May 17, 2019, for Department staff and a summer pilot training has also been scheduled. She also said that they are revamping the Title III formula grant application and that the application needs to describe the base English Language services that are required by Title VI. They are reviewing other states' applications during this process and are taking a close look at Indiana's application. Ms. Kerr also went over the Standards for Accreditation Monitoring Process update, specifically Standard 2-J English Language Services.

- 2-J-.1) Each school shall conduct a home language usage survey for each student upon the student's initial enrollment to identify students that need to be screened for English Speakers of other Languages Services.
- 2-J.2) Each public school district shall offer a Language Instruction Educational Program for identified English Learners in accordance with the laws of the state of Arkansas and the rules of the Department.

The next English Learner meeting is scheduled for Monday, April 15, 2019, via Zoom. During this meeting they will review the results for professional judgement rubric and exit criteria.

Ms. Kinnison asked when the assessments are given to students. Ms. Kerr said it is only done when they enroll in a school district.

Ms. Bratton expressed her thankfulness of the rewriting of the Title III application as well as the alignment of the Standards for Accreditation with the federal law, but also budgeting and growth of the program.

Dr. Jeffcoat asked about alternative assessments in Arkansas. Ms. Kerr said that Arkansas does not presently use alternative assessments. She said there is a set of alternative ELP standards, which came out this fall.

Ms. Newton asked Ms. Coffman about her progress in adding a Special Education advisory committee. Ms. Coffman said that the special education unit has been very busy with monitoring; however, once they are through with that process then they are going to work with the already in place committees. She said that they should have a collaborative plan to present soon.

Ms. Newton asked if they had thought any about dyslexia monitoring. Ms. Coffman said while dyslexia is not a part of ESSA, it is a part of Standards for Accreditation and they are monitoring for that now.

Communication with Communities - Report Card

Public School Program Advisor Ms. Chelsey Moore went over the Report Card communication plan. She said there is a series of communication outputs. There are four one-page flyers which have been developed and will be added as related files on the Report Card website. She said that two Commissioner's Memos and a press release are in development. A series of social media posts have been planned and will include iPad videos, links to the one-page flyers, and PowToon videos. The social media communications will begin before the report card is released and will last throughout the month of May. Ms. Moore also said that a solid draft of a Survey Monkey survey about the report cards has been developed and a series of focus groups will be hosted beginning in late April throughout the summer across the state.

Dr. Jeffcoat asked if it will be possible for the individual school districts to receive any feedback from their communities. Ms. Moore said that they had not explored the option; however, she would take that idea back to her team.

Ms. Coffman provided the Steering Committee with a preview of the reports on My School Info. She said that the reports are scheduled for a private release to school on April 1, 2019. The public release is planned for April 15, 2019.

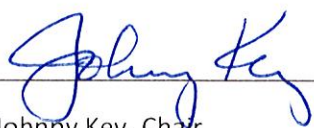
Planning for Next Meeting

August 28, 2019, was the proposed date for the next meeting. At that meeting the Committee will hear feedback from focus groups, survey results, among other items.

Adjournment

Dr. Jeffcoat moved, seconded by Ms. Flowers, to adjourn the meeting. The motion passed unanimously. The meeting adjourned at 10:55 a.m.

Minutes recorded by Tiffany Donovan



Johnny Key, Chair