

Minutes
Vision for Excellence in Education and Arkansas Accountability System Steering Committee Meeting
Wednesday, January 30, 2019

The Vision for Excellence in Education and Arkansas Accountability System Steering Committee (Steering Committee) met Wednesday, January 30, 2019, in the Arkansas Department of Education (Department) Auditorium. Ms. Ouida Newton called the meeting to order at 9:31 a.m.

Present: Ms. Ouida Newton; Ms. Joyce Flowers; Ms. Melissa Bratton; Ms. Melinda Kinnison; Mr. Anthony Bennett

Absent: Commissioner Johnny Key, Chair; Senator Jane English; Representative Bruce Cozart; Dr. Harold Jeffcoat; 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 – October 24, 2018

Ms. Kinnison noted that in the attendance section of the October 24, 2018, minutes that Ms. Kelli Gill's name should be removed from the absentee list. Ms. Gill is no longer a member and was replaced by Ms. Kinnison.

Ms. Flowers moved, seconded by Ms. Kinnison, to approve the October 24, 2018, meeting minutes as amended. The motion passed unanimously.

Discussion Items

Update on Peer Review for ACT Aspire

Director of Student Assessment Ms. Hope Worsham provided an update on peer review for ACT Aspire. Ms. Worsham said that there are 90 educators currently meeting. These educators include teachers, instructional facilitator, Educational Service Cooperative and STEM center specialists. The educators are working in teams of six per grade level or grade bands and the teams are focused on ELA, math, and science. She said that the teams started with the standards and looked at performance level descriptors from ACT, and now they are looking at the tests themselves. They are also looking at cognitive complexity, which is another piece which needs to be sent for peer review.

Ms. Worsham said that ACS is the third party group who has been hired to complete the needed study for peer review. The panelists will determine the degree to which the questions on the ACT Aspire assessments align with the Arkansas Content Standards as well as the Depth of Knowledge represented

by the questions found on the ACT Aspire assessments. The report from the alignment study will be reviewed by the Technical Advisory Committee in March and will be published in the late spring. In June 2019, any additional evidence will be submitted to the United States Department of Education for peer review.

Assistant Commissioner for Public School Accountability Ms. Deborah Coffman said that one of the requirements through ESSA is that Arkansas have rigorous academic standards and assessments and the process that Ms. Worsham described is typical for all states to get approval.

Ms. Bratton asked if the information compiled by ACS will be taken back to ACT Aspire. Ms. Worsham said that yes, ACT would be getting a copy of the information provided and the Department would work with ACT to fix any major gaps found as part of the study.

Ms. Newton asked if ACS would only be using what the educators say to make any decisions and Ms. Worsham confirmed.

Ms. Kinnison asked how often the alignment study will be completed. Ms. Worsham said that the alignment study is only done when there is a change in assessments.

Perkins V Grant

Arkansas Department of Career Education Program Coordinator for Accountability and Funding Ms. Maria Swicegood said President Donald Trump signed the bill on July 21, 2018. The Act became law and was numbered Public Law 115-224. The 2019-2020 school year will serve as a transition year for the new law and full implementation will begin during the 2020-2021 school year.

Ms. Swicegood said that the CTE Concentrator now has a federal definition which is a student served by an eligible recipient who has completed at least 2 courses in a single CTE program or program of study. She said that a program of study is a coordinated, non-duplicative sequence of academic and technical content at the secondary and post-secondary level that (1) incorporates challenging state academic standards; (2) addresses both academic and technical knowledge and skills including employability skills; (3) is aligned with the needs of industries; (4) progresses in specificity beginning with all aspects of an industry or career cluster and leading to more occupational specific instruction; (5) has multiple entry and exit points that incorporate credentials; and (6) culminates in the attainment of a recognized post-secondary credential.

Ms. Swicegood said that a local needs assessment would be required and must include a review of student performance, program quality, labor market needs, educator development, and special population access to programs. She defined special populations as individuals with disabilities, economically disadvantaged, individuals preparing for non-traditional fields, English learners, homeless, youth in or aged out of foster care, and youth with parent(s) in active duty military. She also said that it must be updated every 2 years and funding must be aligned to the local needs assessment. Ms. Swicegood identified the secondary indicators as literacy, mathematics, science, program quality, graduation rate, placement, and non-traditional concentrator. The post-secondary indicators are placement, attainment of credential, and non-traditional field.

Ms. Bratton asked what the difference was between a concentrator and a completer. Ms. Swicegood said completion entails a seamless transition from high school to college, whereas a concentrator stayed with a program of study.

Ms. Flowers asked for an explanation of the required review of educator development for the local needs assessment. Ms. Swicegood said that the funds need to go to the educators so it is known what needs to be taught.

Ms. Newton asked how they are getting stakeholder input. Ms. Swicegood said that there is a list of about 40 different entities, which is included in the law of the stakeholders; however, the stakeholder input plan has not been fully formulated. They are waiting to finalize this following the comment period. Ms. Newton also asked how they are gathering the data. Ms. Swicegood said that the data are self-reported by the schools and CTE coordinators with a pass/fail grade.

Ms. Coffman said that they recently received the file on the concentrators and they are starting the modeling process to check for accuracy and impact. She said that stakeholders would like us to consider the concentrators in the SQSS. Ms. Newton asked where the data comes from and Director of the Office of Innovation for Education at the University of Arkansas Dr. Denise Airola said that the data are developed from TRIAND. Ms. Coffman said that stakeholders want this data to make data-driven decisions.

Amendment Request Submitted January 8, 2019

Assistant Commissioner for Public School Accountability Ms. Deborah Coffman said a letter to Secretary DeVos and redline plan were submitted to the U.S. Department of Education on January 8, 2019. Amendment request was received; however, there is no timeline for review or feedback. This is a request to revise reporting only, no request to change accountability.

Final Business Rules for Calculating the 2019 ESSA School Index Scores

Assistant Commissioner for Public School Accountability Ms. Deborah Coffman said they are in the process of pulling all of their data together for the 2018 report card. The report card is required, by Arkansas law, to be out by April 15.

Director of Data Quality Mr. Louis Ferren said that the Final Business Rules for Calculating the 2019 ESSA School Index Scores were posted on the ADE website and Commissioner's Memo COM-19-075. He said the business rules are updated every year and that stakeholders provided feedback on the final business rules.

Ms. Newton asked if there were major changes this year to the business rules. Mr. Ferren said the biggest change this year was the dynamic learning maps, which replaced the MSAA assessment.

1003 grants

Assistant Commissioner for Public School Accountability Ms. Deborah Coffman said that in ESSA, the ADE is required to provide support to those school in most need of support and those are identified, ADE begins to work with them and offer the opportunity for 1003 grants. Dr. Ginny Stroud has been hired on as the director of 1003 grants.

Dr. Stroud said that she has been working with Dr. Robert Toney on the 1003 grant applications. She said that they are currently reading and following the approval process for the grants and encouraging districts to submit an application. Dr. Stroud said that the 1003 grants fall under Title I.

Ms. Newton asked how long the application process is and when the districts would be made aware of their amounts. Dr. Stroud said that the districts know their amount and the application has an open deadline and they follow all guidelines regarding federal money. Ms. Coffman said that the grants this year are planning grants.

ESSA Advisory Group Reports

Assistant Commissioner for Public School Accountability Ms. Deborah Coffman said that the ESSA Advisory Groups have not really been meeting, with the exception of English Learners. She said that they had been considering a special education advisory team from one of the already identified groups. She said the team under consideration is currently busy conducting monitoring visits.

Title III Coordinator Ms. Tricia Kerr said that they shared a lot of what the group was working on in regard to the ESSA plan during the October meeting. The Title III Recent Immigrant Grant has been implemented and six district qualified (Batesville, Benton, Bryant, Conway, Green Forest, and North Little Rock). She said that they sought feedback from multiple stakeholders to complete a SWOT analysis for the CCSSO Building Teacher Capacity to Serve English Learners Project. They will also be surveying districts regarding implementation of the Entrance and Exit Procedures in February 2019. Updated guidance was received from US DOE on the Entrance and Exit Procedures and will review those with the advisory group. They are developing a new Title III Formula Grant application. The next English Learners Advisory Group meeting will be Friday, February 15, 2019, via Zoom.

Ms. Bratton asked if the survey in February would be in person. Ms. Kerr said that the survey will be completed via a Google form.

Ms. Kerr said that training will be needed regarding the Title III formula grant updates.

Communication with Communities

Director of Family and Community Engagement Ms. Kim Wright said the ADE team will conduct focus groups within the communities in late spring to gather feedback on the report card. The report card is required to be user friendly and they are using feedback loops to do so.

Ms. Newton asked about the scheduling for the focus groups. Ms. Wright said there will be morning and evening time schedules as well as some other options. They are trying to keep the times open to anyone who would like to participate.

Planning for Next Meeting

Ms. Coffman suggested that the next meeting be at 9:30 a.m. Wednesday, March 27, 2019. This date and time was accepted.

Adjourn

Ms. Flowers moved, seconded by Ms. Bratton, to adjourn the meeting. The motion passed unanimously. The meeting adjourned at 10:36 a.m.

Minutes recorded by Tiffany Donovan



Johnny Key, Chair