

Vision for Excellence in Education and Arkansas Accountability System Steering Committee

January 30, 2019

1. Update on peer review for ACT Aspire

- Hope Worsham, Director of Student Assessment, Arkansas Department of Education

Alignment Panel

- 90 Educators are currently meeting
 - Teachers, Instructional Facilitators, Coop and STEM Center Specialists
- ELA, math and science
- Panelists will determine
 - the degree to which the questions on the ACT Aspire assessments align with the AR Content Standards
 - The Depth of Knowledge represented by the questions found on the ACT Aspire assessments
- Report will be published in the Spring

Welcome - ELA Panel Districts

Batesville	Drew Central	Hoxie	Rogers
Benton	Dumas	Lake Hamilton	SE AR Coop
Bentonville	Emerson-Taylor-Bradley	LISA Academy	Searcy
Cabot	Forrest City	Marion	Sheridan
Charleston	Fort Smith	Mountain Home	Siloam Springs
Cleveland County	Hackett	Osceola	South Central Coop
Clinton	Harmony Grove (Camden)	Ozark Mountain	Springdale
Conway	Heber Springs	Pea Ridge	Texarkana
Cutter Morning Star	Highland	Pocahontas	Vilonia
De Queen	Hot Springs	Riverview	Wynne

Welcome - Math Panel Districts

Arkadelphia	Cossatot River	Jonesboro	Pocahontas	Searcy
Beebe	Dardanelle	Little Rock	Pulaski County	South Central Coop
Bentonville	Des Arc	Malvern	Rogers	Springdale
Bryant	El Dorado	Manila	Russellville	UCA STEM Institute
Cabot	Fort Smith	North Little Rock	Salem	Warren
				West Memphis

Welcome - Science Panel Districts

Alpena	Emerson-Taylor-Bradley	Ozarks Unlimited Coop	South Central Coop
Arch Ford Coop	Fayetteville	Poyen	South Conway County
Bentonville	Greenwood	Riverside	Stuttgart
Cleveland County	Hamburg	Russellville	SWAR Coop
El Dorado	NW AR Coop - Alternate	Searcy	Westside Consolidated

Next Steps

- March - Report from alignment study to be reviewed by Technical Advisory Committee
- Late Spring – Report published for public
- June 2019 – submit additional evidence to USED for peer review

2. Perkins V

- Dr. Angela Kremers, Deputy Director for Career and Technical Education, Arkansas Department of Career Education



Strengthening CTE for the 21st Century Act

(Perkins V)

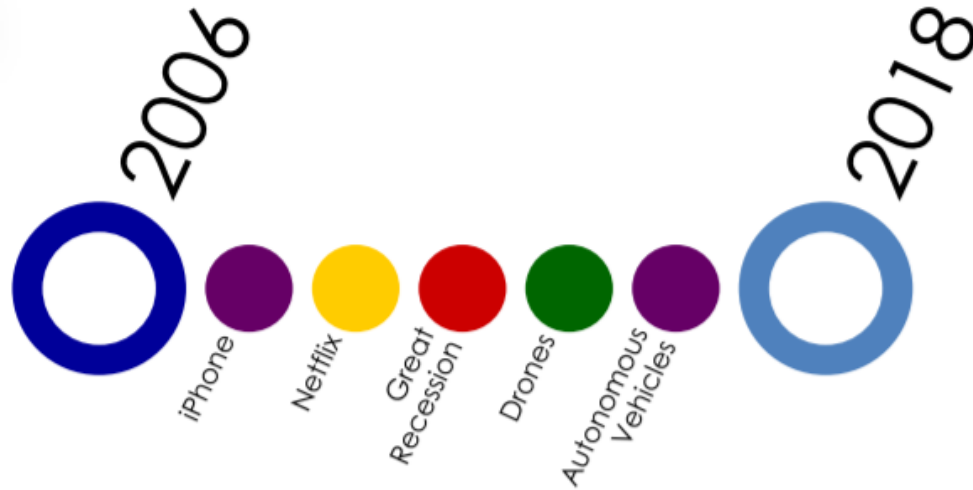
President Donald Trump signed the bill on July 31, 2018.

The Act became law and was numbered Public Law 115-224

- Some provisions will go into effect for the 2019-20 school year, which will serve as a transition year for the new law.
- Full implementation will begin the following year for the 2020-21 school year.



TIME TO RETHINK



- Unemployment - 3.9 %
- Skilled occupations - 13% gap
- Health care - 1.1 million unfilled
- Manufacturing (2015-2025) - 2 million unfilled

4-YEAR
STATE
PLAN

Develop

DEVELOP A FOUR-YEAR STATE PLAN IN CONSULTATION WITH STAKEHOLDERS.

- Meet with the Governor during state plan development
- Consult with other State agencies with CTE authority



Set
Targets

STATE DETERMINED PERFORMANCE TARGETS OUT FOR UP TO A 60-DAY PUBLIC REVIEW.

- Respond to public comments and incorporate into state plan.



Review

STATE PLAN OUT FOR AT LEAST 30-DAY PUBLIC COMMENT.



Finalize

FINALIZE YOUR STATE PLAN.

- Meet with Governor prior to state plan submission
- Governor has 30 days to sign state plan
- Activate state processes for plan approval (state board, etc.)
- Must be submitted by April 2020



Submit

SUBMIT PLAN TO U.S. DEPARTMENT OF EDUCATION.

- Secretary approves or disapproves plan within 120 days of submission.

Perkins V Core State Team



Dr. Cheryl Wiedmaier - ARCareerEd, Dr. Angela Kremers - ARCareerEd, Monieca West - ADHE,
Suzanne Jones - ADE, Mike Mertens - AAEA, Dr. Charisse Childers - ARCareerED,
Maria Swicegood - ARCareerEd, Janeene Lynch - ARCareerEd



Overview

CTE Concentrator now has a Federal definition:

- A student served by an eligible recipient who has completed at least **2** courses in a single CTE program or program of study.

Program of Study:

A coordinated, **nonduplicative sequence** of academic and technical content at the secondary and postsecondary level that -

- Incorporates challenging State academic standards
- Addresses both academic and technical knowledge and skills including employability skills
- Is aligned with the needs of industries
- **Progresses in specificity** beginning with all aspects of an industry or career cluster and leading to more occupational specific instruction
- Has multiple entry and exit points that incorporate credentialing
- Culminates in the attainment of a **recognized postsecondary credential**.

Overview

- **Increase stakeholder involvement**
 - Including a 60-day public comment and review period for the state plan
- **Enhanced efforts to serve special populations**
 - Increasing the employment opportunities for populations who are chronically unemployed or underemployed
 - Expanded to include homeless individuals and youth with active duty military parents
- **Encouraging innovation**
 - Align with high-skill, high-wage, or in-demand occupations or industries
 - Allows support for CTE in the middle grades, 5 – 8
 - We currently support CTE in grades 7 – 8.
- **Requiring data-driven decision-making**
 - Local needs assessment



Local Needs Assessment

- **Must include review of:**
 - Student performance
 - Program quality
 - Labor market needs
 - Educator development
 - Special populations access to programs
- ✓ **Must be updated at least every two years**
- ✓ **Perkins funding MUST be aligned to the local needs assessment**

Special Populations

- Individuals with disabilities
- Economically disadvantaged
- Individuals preparing for non traditional fields
- English learners
- Homeless
- Youth in or aged out of foster care
- Youth with parent(s) in active duty military

Secondary Indicators

- Literacy
- Mathematics
- Science
- Program Quality
- Graduation Rate
- Placement
- Non Traditional Concentrator



Post Secondary Indicators

- Placement
- Attainment of Credential
- Non Traditional Field



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3. Amendment Request, submitted January 8, 2019

EVERY STUDENT SUCCEEDS ACT (ESSA)

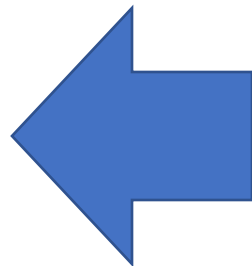
[Home Page](#) / [ADE Divisions](#) / [Public School Accountability](#) / Every Student Succeeds Act (ESSA)

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

The Vision for Excellence in Education and Arkansas Accountability System Steering Committee will meet at 9:30 a.m. January 30, 2019, in the ADE Auditorium, Arkansas Department of Education, Four Capitol Mall, Little Rock, AR 72201. The agenda is posted at <https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1001636&mk=50310030>.

Arkansas' ESSA Plan Amendment Request Submitted to Secretary DeVos

On January 8, 2019, the Arkansas Department of Education submitted a letter to Secretary DeVos requesting an amendment to Arkansas' ESSA plan regarding long-term goals. This is a request to revise reporting only, no request to change accountability. The letter and the redline amendment request are available at [Arkansas Letter to Secretary DeVos](#) and [Arkansas ESSA Plan with Amendment Request](#).



4. Final Business Rules for Calculating the 2019 ESSA School Index Scores

- Louis Ferren, Director of Data Quality, Arkansas Department of Education

5. 1003 Grants

- Dr. Ginny Stroud, Director of 1003

Theory of Action

for Student Success



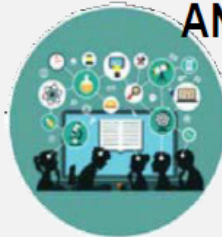
IF...

the Arkansas Department of Education implements a comprehensive support and accountability system that measures many facets of student success and school quality that inform and sustain student learning ...



THEN...

the ADE and LEA will engage in continuous cycles of inquiry and improvement by combining state and local information to identify and address the needs within their respective systems...



AND this will...

spark student learning; increase students' readiness for college, career, and community engagement; and close achievement gaps within and across schools.

6. ESSA Advisory Groups

- Accountability
- Assessment
- Educator Equity and Effectiveness
- English Learners
 - Tricia Kerr, ESOL Program Director / Title III Co-Coordinator, Arkansas Department of Education

English Learner/Title III Advisory Group Update

- Implemented the Title III Recent Immigrant Grant--Batesville, Benton, Bryant, Conway, Green Forest, North Little Rock
- Sought feedback from multiple stakeholders to complete a SWOT analysis for the CCSSO Building Teacher Capacity to Serve English Learners Project
- Will be surveying districts regarding implementation of the Entrance and Exit Procedures in February 2019
- Received updated guidance from US DOE on the Entrance and Exit Procedures and will review those with the advisory group
- Developing a new Title III Formula Grant application
- Next meeting will be Friday, February 15, 2019, via Zoom

7. Communication

- Kim Wright, Family and Community Engagement Director

8. Next Meeting

- March 27, 2019 from 9:30 – 11:30