

## **Minutes**

### **Vision for Excellence in Education and Arkansas Accountability System Steering Committee Meeting Wednesday, October 24, 2018**

The Vision for Excellence in Education and Arkansas Accountability System Steering Committee (Steering Committee) met Wednesday, October 24, 2018, in the Arkansas Department of Education (Department) Auditorium. Chair Johnny Key called the meeting to order at 9:32 a.m.

Present: Commissioner Johnny Key, Chair; Ms. Ouida Newton; Ms. Joyce Flowers; Ms. Melissa Bratton; Dr. Harold Jeffcoat; Ms. Gloria Phillips; Ms. Melinda Kinnison

Absent: Senator Jane English; Representative Bruce Cozart; Ms. Michelle Hayward; Mr. Anthony Bennett; Ms. Ima Etim

Audience: ADE Staff; Ms. Diane Zook, State Board; general public; and press.

Zoom Participants: Ms. Hope Worsham; Dr. Denise Airola

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>.

Commissioner Key introduced Arkansas PTA President Elect Ms. Melinda Kinnison, as the newest member of the Steering Committee. Ms. Kinnison is replacing Ms. Keli Gill.

## **Consent Agenda**

### **Consideration of Approval for Minutes – May 29, 2018**

Ms. Flowers moved, seconded by Ms. Phillips, to approve the May 29, 2018, minutes. The motion carried unanimously.

## **Discussion Items**

Commissioner Key informed the Steering Committee that Dr. Denise Airola and Ms. Hope Worsham were available via Zoom during the discussion items.

### **Stakeholder Feedback on Reports**

Assistant Commissioner for Public School Accountability Ms. Deborah Coffman presented stakeholder feedback on reports to the Steering Committee. Ms. Coffman reviewed the timeline of events leading up to the present. She said that she wanted to know what stakeholders knew about My School Info and the three layers of reports available. The agency partnered with Battelle for Kids and CCSSO who hosted four large focus groups in different regions of the state during the summer. There was also a statewide

survey conducted about the reports. CCSSO provided the agency with a critical friends review of the reports by other state leaders, accountability leaders, and other experts on the CCSSO team.

In January 2017, federal guidance on the report cards became available. Ms. Coffman said that most of what the federal government has previously been reported on; however, there are some new pieces which required cross tabulation. Our critical friends suggested that the cross tabulations be included in a link within the report card. Ms. Coffman said the nature of cross tabulation, breaking down subgroups by additional demographics, causes some smaller schools across state to have their information marked as a restricted value (RV) on reports. Restricted values appear in cases where the numbers represented are below 10 to protect the privacy of those students the numbers represent.

Ms. Coffman said stakeholders were also requesting quick access to information. She walked the Steering Committee through some updates to the ADE website links to the ESSA and My School Info webpages on the homepage as well as the updates parents tab, including the addition of informational videos and document about ESSA and the ESSA School Index. There is a link on the parents tab to an easy-to-read document on utilizing My School Info.

Commissioner Key asked if any Steering Committee members had received formal or informal data from their district or communities regarding any of the reports or My School Info. Dr. Jeffcoat said that early availability of data is appreciated. In his district, they were able to set goals with the school board and analyze the data more effectively with their building level leaders. Ms. Phillips said that allowed for better intervention. She said that it has helped them in knowing which students to target in order to address their specific needs. Ms. Bratton said that it has impacted their PLC process. Ms. Bratton also asked if the reports are available in Spanish and Ms. Coffman said that is something that they have on their list to create. Commissioner Key suggested starting the translations with the most frequently used sections. Ms. Kinnison asked if it would be possibility to cross-tabulate by region and Ms. Coffman said that she would look into the possibility of cross tabulation by cooperatives.

### **Update on Peer Review for ACT Aspire**

Director of Assessment Ms. Hope Worsham said that during a peer review, 30 critical elements are submitted as evidence to the U.S. Department of Education (USDOE). Ms. Worsham discussed the timeline of the submission leading up to the present. The response from the USDOE was that ACT Aspire substantially meets requirements of federal peer review. USDOE has requested that additional evidence be submitted for seven of the original 30 critical elements.

Ms. Worsham said that one of the biggest pieces that ADE is going to submit to USDOE is an alignment study. An alignment study takes ADE's standards and assessment, completes an independent review to determine if the standards and assessment contain matching elements. ADE has contracted with ACS Ventures, an independent company, to complete the study. This independent study will address four of the needed critical elements to be resubmitted. A Commissioner's memo will be going out shortly to recruit panelists (teachers, educational leaders, etc.) for an ADE Technical Advisory Committee. Arkansas educators will make up the panelists. Address 4 of the needed critical elements of 7. The

committee will meet for four days in January 2019 and will provide a report of their findings. The study will be submitted to USDOE in fall 2019.

Ms. Worsham said that ACT is currently working on several studies for ADE, which will address two of the critical elements needed. The results of the studies should be ready during fall 2018. She said that one of the critical elements addressed the availability of reports in alternative formats (braille, Spanish, etc.). ACT will establish a policy for parents to request a translated version of an Individual Student Report. The process should be available by spring 2019. Ms. Worsham said that USDOE will response to the submission of the seven critical elements by winter 2020.

Ms. Worsham said that ADE changed to Dynamic Learning Maps (DLM) for the alternative assessment this year. Originally evidence was submitted for the MSAA; however, because of the change, evidence will have to be resubmitted for DLMs to USDOE. The DLM Assessment has already been approved for peer review for ELA and math, all that it currently required is the submission of the state evidence.

### **ESSA School Index**

Assistant Commissioner for Public School Accountability Ms. Deborah Coffman said that the 2017 ESSA School Index was released on April 11 and the 2018 ESSA School Index was released October 12, 2018. ADE was able to provide the school districts with a private view of the ESSA School Index two weeks before public release. During the private view period, data is reviewed by schools and edited by ADE team members as needed. Ms. Coffman said that even though the review and correction period is now over, school districts are still reviewing the data in My School Info to better understand the information and learn how to effectively utilize the data to best serve their students. Ms. Coffman also showed the information which can be found in the Statistical Report. She showed the path to follow online to access the Statistical Report.

Ms. Coffman discussed a new webpage, Schools on the Move Toward Excellence, which showcases schools that demonstrated Improvement in Overall ESSA Index Score, Weighted Achievement Increases, Growth Increases, and Improvement in School Rating (letter grade)Improvement in School Rating (letter grades).

### **School Rating**

Assistant Commissioner for Public School Accountability Ms. Deborah Coffman said that Act 744 of 2017 gave some flexibility on assigning letter grades using the ESSA School Index. Ms. Coffman said that there was a great distribution of letter grades. Previously there was a slight adjustment to the scale due to the ELA cut score changes. Ms. Coffman said that schools have been encouraged to communicate that they are more than just a letter grade and that the letter grades start question, not provide answers. Many schools were having community meetings around their letter grades to explain what letter grades are and what the plan was moving forward.

Dr. Jeffcoat said that the schools that did not receive an A letter grade are using their data to find ways that they can improve. Ms. Coffman said she has also had conversations with schools that received a

high letter grade; however, based on School Quality and Student Success components, the school found items on which they wanted to improve. Dr. Airola reiterated that the data from the ESSA School Index is a signal which schools use to dig deeper using a local cycle of inquiry.

## **ESSA Advisory Group Reports**

### **Accountability**

Director of Program Evaluation Dr. Alexandra Boyd said that they met with the ESSA Accountability Advisory Team at the beginning of the month and discussed the timelines for reporting, ELA cut scores, A-F scores, and ESSA monitoring and evaluation. In Public School Accountability there is an ESSA monitor who completed a qualitative analysis and reaches out to districts and there is an ESSA evaluation role that performs the a quantitative analysis. Dr. Boyd said that they also held a fruitful dialogue session about how schools and districts were using the ESSA School Index to communicate with stakeholders. She said that the idea of holding quarterly meeting was discussed so that they can complete their dialogue sessions.

### **English Learners**

English for Speakers of Other Languages Program Director Ms. Tricia Kerr said that they have been working on the ESSA required common English learner entrance and exit procedures and the final version may be found on the English Learner webpage. There have been webinars regarding the procedures and they will be conducting on implementation survey to see how well the procedures are working. She said that these procedures have helped schools identify students that they were not previously aware of and she and two English learner specialists are working with those schools to provide assistance. Ms. Kerr said that there are some required forms and the parent forms have been translated into five different languages. Ms. Kerr said the new exit criteria has been completely rolled out.

Ms. Kerr said that “On Track to English Language Proficiency” is reporting only and will be part of a long-term goals report. This is a measure of students making progress as they should to becoming proficient. She said that there are a lot of individual factors which determine if someone is on track. Do we need to reset our goals? Ms. Kerr reviewed the Timeline to Proficiency for the different grade levels. She said that the ESSA team has been looking into whether they need to reset their goals for English language proficiency and briefly discussed three different options.

Option 1 (ELPA only) classifies each students’ status such that the Initial ELP-Domain Level is the student’s domain level in Year 1 of ELPA21 (2016, 2017, 2018, whichever year is their first year of ELPA21). Use each student’s Year in English Learning for the time progression. Use the student’s grade level in his/her first year with an ELPA21 score to determine the expected progression for each student.

Option 2 (First Year 2016) classifies each students’ status such that 2016 is Year 1 for any student entering prior to 2016. Use each student’s grade level in 2016 regardless of true entry year. Use the

number of years taking ELPA21 for the time progression rather than years in EL services. This would mean that all ELs would be no further than Year 3 in the chart progression regardless of grade level.

Option 3 (Approved in ESSA) classifies each student's status based on their true initial year (whether ELDA or ELPA21) and uses years in English Learner services for time progression. Reset the baseline using 2018 statewide distribution of school percentages of ELs on Track to ELP (current approved methodology) to minimize potential impact of test transition on baseline. Option 3 was recommended by the group.

### **Communication with Communities**

Chief of Staff Ms. Gina Windle said that communication with communities is evident through all of the presentations during this meeting. Internally, she said that the agency has been training ADE team members to respond to any questions. The primary internal training is the Strategic Performance Management days on the first Friday of the month. ADE has also begun utilizing a new performance management tool called Basecamp. In addition, she said that team members have been attending education service cooperative meetings, providing staff professional development during the summer, attending school board meeting in 14 different regions, hosting five Family and Community Engagement regional meetings, posting how-to videos, hosting Ambassador Academies, and many other events.

### **Amendment to ESSA plan**

Office of Innovation for Education Director Dr. Denise Airola said that of the three options discussed to reset the goals for English language proficiency, they recommend option three. ADE and the OIE consulted with Dr. Goldschmidt for technical assistance in reviewing the methodology proposed in the Arkansas ESSA plan. Dr. Airola and Ms. Kerr reviewed the data analysis which contributed to the decision making process. Ms. Kerr said that this amendment will need to be submitted for red line approval as well as the ELA long range goals. Ms. Coffman discussed the process for approval.

Dr. Airola discussed the ELA cut score amendment. She said the reason for the proposal to reset the baseline came from the change that occurred with the 2018 changes to the ACT Aspire ELA ACT Readiness Benchmark. What they are going to propose is to submit an amendment to update the ELA and math baseline and checkpoints for the long-term goals in ESSA. Ms. Coffman said that they should be ready to submit the proposal of the amendments to the USDOE by mid-November.

### **Plan for Next Meeting**

Assistant Commissioner for Public School Accountability Ms. Deborah Coffman proposed that there be another meeting by at least mid-month January. She hopes that by that time there will be news regarding the proposed amendment and updates on the work on the report card. Potential dates will be provided the Steering Committee for their feedback. Ms. Coffman said the two items currently on the agenda for the next meeting are stakeholder feedback and progress on the amendments.

## Adjournment

Dr. Jeffcoat moved, seconded by Ms. Bratton to adjourn the meeting. The motion carried unanimously. The meeting adjourned at 11:31 a.m.

*Minutes recorded by Tiffany Donovan*

  
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Johnny Key, Chair