

Arkansas Vision for Excellence in Education and Arkansas Accountability System

Steering Committee Meeting
April 26, 2017



Accountability Steering Committee

Feedback: What We Heard

- The advisory committee has provided clear priorities for handling minimum N. Revisit after we complete impact modeling.
- For the School Quality/Student Success indicator, begin with what we currently have and morph over time based on available data and information that responds to stakeholder requests.
- Use an index and a matrix.



Assessment

Steering Committee Feedback: What We Heard & How We Move Ahead

SUBMITTING FIRST ESSA PLAN

(September 2017)

Clear direction for grades 3–10: ACT Aspire for federal accountability

Seeking clarity for grades 11–12: Interest in a Career Measure, but has to be Student Success/School Quality indicator and not under proficiency. This is still unclear to most.

INNOVATING A STUDENT-CENTERED BALANCED ASSESSMENT SYSTEM

(Starting June 2017)

Parallel work to begin developing robust and responsive system for the future. Plan to host focus groups, select pilot schools to test options, and develop task-based assessments.



English Learners Steering Committee Feedback: What We Heard

- With the preferred N size, we can involve 70% of schools, and 98% of students will be included with N size of 5 for the ELP indicator.
- The English Language Proficiency indicator will be new for most districts (i.e., used to be just Title III schools).
- For transfer students, we can facilitate electronic transfer of data home language, entry, and exit data.
- We can approach this from the perspective of an individual child's growth rather than passing a test.
- For the first time, there's a chance to provide consistency across districts and schools in identification, accountability, and support.
- We have an opportunity to re-do the rigid exit criteria used in the past.
- Clarify the definition of RAELs: Applies to first year in U.S. for math and ELA assessments.
- Former English Learners are included in accountability for 4 years for the English Learner subgroup.



Educator Equity & Effectiveness Steering Committee Feedback: What We Heard

- Differentiate supports for novice, mid-career, and experienced educators.
 - Educator Career Continuum using tiered licensure
- The department can suggest models for ways to support schools with high turnover (e.g., partnership with local colleges and universities).
 - Opportunity Culture models and teacher leadership
 - Workforce Stability Index in conjunction with Equity Labs
- ESSA provides an opportunity to rebrand public (and educators' own) perception about the profession and education in general.
 - Campaign to highlight educator professionalism



Steering Committee Feedback:

What We Heard

- Support will be given to the district, so that the district can support the school.
- We need to build department capacity so that we can empower districts—putting the emphasis on support, not compliance.
- Supports across the department, from all units, must be coordinated.
- Professional learning must come from a collegial perspective—educators helping educators.
- The department can help with communications and engagement supports for explaining to parents and families the impact of the inquiry and improvement cycle.

