Joint Leadership Conference
XXII
May 9, 2017

Mrs. Tina Smith, Director of Special Projects
Dr. Ivy Pfeffer, Assistant Commissioner
Dr. Mark Gotcher, Deputy Commissioner
Vision

The Arkansas Department of Education is transforming Arkansas to lead the nation in student-focused education.
Mission

The Arkansas Department of Education provides leadership, support, and service to schools, districts, and communities so every student graduates prepared for college, career, and community engagement.
Guiding Questions

• What are the key take-aways from this session that will have impact on my district this fall?
• What must I consider to be included in my five-year goals for my district?
• What are some ideas or conversations I need to have with my community?
Five things you need to know
Number One: ESSA Update
What is ESSA?

• Signed December 10, 2015
• Replaces NCLB
• To reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves.
• Sen. Lamar Alexander, TN
• ADE Strategic Planning
• Meaningful stakeholder engagement-10 step strategy
Our Journey
From Adequacy, Labels, and Achievement to Student Success and School Quality

2001-2015

Focusing Adequacy, Labels, and Achievement
Framed by the Arkansas Constitution, the Arkansas Supreme Court ruling in 2002 (Lake View School District No. 25 v. Huckabee, 351 Ark. 31), and the federal requirements under No Child Left Behind (2001), our response to state and federal requirements focused on evaluation and labeling linked to adequacy and student outcomes from test achievement.

Summer 2015 to Summer 2017

Course-Adjusting Equity and Excellence
With the passage of the Every Student Succeeds Act in December 2015, Arkansas has been working to frame a new focus on access to learning success for each Arkansas child. Enhanced flexibility from specific federal requirements gives the state and districts freedom to innovate on behalf of all students.

Future

Aiming Every Student’s Success and Excellence for All Schools
Our refocused vision looks beyond traditional education to set a course for preparing students for a future where college, technical, and career postsecondary readiness are all desirable paths to success. Schools will have a robust system of locally available data to inform educators to make the best decisions for student success in the classroom. The state accountability process will complement the local cycle of inquiry, with transparent and ambitious yet attainable milestones to long-term student and school success.

Envisioning Student Success and School Quality
The Arkansas journey is driven by a new vision—and the opportunity to re-imagine and re-frame the support and accountability system for our state.
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 Agency and districts 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. These local cycles of inquiry will inform districts in their strategic provision of support and resources (human and fiscal) to their schools...

and this will spark student learning; increase students’ readiness for college, career, and community engagement; and close achievement gaps within and across schools.
The ADE has engaged in meaningful consultation with stakeholders TO CLARIFY THE THEORY OF ACTION.

The ESSA Accountability Advisory Team, comprised of stakeholders from across the state, convened weekly online meetings covering details including these clarifications to the theory of action:
Key Dates

• **August 1, 2016**—Flexibility Waiver expired

• **2016-2017 School Year**—Arkansas is required to continue interventions in schools identified as priority and focus schools.

• **2016-2017 School Year**—Stakeholder input, planning and drafting of ESSA.

• **September 18, 2017**—New Submission Date

• **2018-2019 School Year**—Full implementation of the Arkansas Accountability System.
Stakeholder Input Analysis
Purpose of Stakeholder Input Process

To gather **concrete, actionable input** and **guidance** from stakeholders **to help inform** ESSA planning specific to the Arkansas Department of Education’s response to state and federal requirements.
What are the best measures of success/quality of your school?

<table>
<thead>
<tr>
<th>Measure</th>
<th>Total</th>
<th>% of Comments</th>
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<tbody>
<tr>
<td>Graduation Rate</td>
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<td>14%</td>
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<tr>
<td>Growth</td>
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<td>9%</td>
</tr>
<tr>
<td>Community Engagement</td>
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<td>7%</td>
</tr>
<tr>
<td>Attendance</td>
<td>42</td>
<td>7%</td>
</tr>
<tr>
<td>Student Engagement</td>
<td>42</td>
<td>7%</td>
</tr>
</tbody>
</table>
Engagement Opportunity

• **Reflect** on and **refine** a theory of action for an accountability system that advances college and career readiness goals for all Arkansas students.

• **Reimagine** how we support students to advance equity, access, and opportunity for all, particularly those considered historically underserved.
Lenses to Frame Our Thinking

**Equity**
What solution will best serve the interests of the state’s most vulnerable students?

**Alignment**
How does each option align with state and federal requirements?

**Practicality**
What is achievable with limited resources to meet the state’s priorities and ESSA requirements?

**Efficiency**
What are the impacts of each option and any undue burden (fiscal or human resources)?
How Can I Participate?

1. Stay Informed
2. Get Involved
3. Advocate for students
4. Tune in
5. Submit public comment
Public Comment

Comments, questions, concerns and celebrations regarding ESSA may be submitted to ade.essacommments@arkansas.gov

For more information, please contact:

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Number Two: ACT 930 New Accountability
Arkansas Educational Support & Accountability Act

**NEW**
- Student-focused Learning Systems
- Student Success Plans
- Support for Educator Excellence
- Five Levels of Support to Districts
- District Support Plans

**WON’T SEE**
- Remediation
- Academic Improvement Plans
- School Improvement Status
- Priority, Focus, & Academic Distress
- Adequate Yearly Progress
6-15-2913 Levels of School District Support

- Level 5 - Intensive
- Level 4 - Directed
- Level 3 - Coordinated
- Level 2 - Collaborative
- Level 1 - General
The state will personalize levels of support based on need:

- Schools that are at the **highest levels of the performance index** may be highlighted as models.
- Schools that are in the middle might be informed by guidance documents, participating in specific networked improvement communities, or state-supported tools, etc.
- At the **most intensive level**, support will be some form of intervention, with technical assistance somewhere in between.

**A Continuum of Support**

Shifting from “sanctions and intervention” to “support that empowers districts to improve their struggling schools.”
6-15-2914 School-level Improvement Plans; School District Support Plans

**LEVEL 1:** No submission to ADE

**LEVEL 2, 3, 4, 5:** District Support Plans

- **Level 2** – Collaborative Support Plans are *Submitted* to ADE
- **Level 3** – Coordinated Support Plans are *Approved by* ADE
- **Level 4** – Directed Support Plans are *Developed with* ADE
- **Level 5** – Intensive Support Plans are *Submitted to State Board*
Number Three: Teacher Recruitment & Retention
Recruiting and Retaining a High-Quality Educator Workforce

**Educator Workforce Strategy**
Enacting policies that attract, prepare, develop, support, and retain talented educators.

**Challenge**
Treating these components as a coherent system with consistent expectations for teachers and principals.
Past Practice: Narrow Thinking Approach

**Piecemeal Approach**
- Focus only on teacher recruitment

**“Systems-Thinking” Approach**
- Improve teacher preparation (e.g., high-quality clinical practice)
- Enhance induction/mentoring
- Strengthen professional learning opportunities
- Boost teacher leadership
- Develop principal pipeline
School leaders play a key role in the effectiveness and well-being of teachers as well as the overall success of school improvement strategies.

Percent of School and District Leaders who are “veteran” educators:

State
18% = Principals/Asst. Principals
37% = Superintendents

Your District?

97% of teachers list school leadership as essential or very important for retention

25% Principal influence on a school’s total impact on student achievement

0 Virtually no low-performing school is turned around without a great leader
There are two independent but equally important strategies for accessing top talent in education.

- Personal Relevance
  - “A career for ME”
  - Build career trajectories for top talent candidates

- Professional Credibility
  - “A career I’m proud of”
  - Make the job more attractive, sustainable, and effective
Number Four: Federal Funding
How Much?

https://tinyurl.com/n7ujz5p
New Guidance $$

• Title I: **15.5 Billion** (550m increase from prior FY)
• Title IIA: was “0”; now **2.056 billion** (249m decrease from prior FY)
• Title IVA-Student Support & Academic Enrichment Grants: Feds were silent; now propose **400 million** (122m increase)
• Title IVB-21st Century Grants: **1.2 Billion** (25m increase)
Changes and How to Spend?

• **Title I: Improving Basic Education Programs**
  • **Common Expenditures:** Paraprofessional salaries, technology, parent involvement, extended-day, summer school, interventionist salaries, instructional facilitator salaries, credit recovery opportunities, professional development, interim assessments, preschool activities

• **Title II-A : Teacher Quality**
  • **Common Expenditures:** Professional development, recruitment and retention of teachers, reducing class size to evidence level
  • Change in funding formula - 20% based on number of 5-17 year olds and 80% based on low-income 5-17 year olds
  • New application in ACSIP for 2017-18
Changes and How to Spend?

**Title III: Language Instruction for ELL**
- Common Expenditures: Paraprofessionals, tutoring, interpreters
- New application in ACSIP for 2017-18

**Title IV-B: Student Support and Academic Enrichment Grants**
- Examples of Allowable Expenditures: STEM activities, arts, civics related activities, mental health services, drop-out prevention, technology devices and software, safe and drug free activities
- Newly funded non-competitive grant program for 2017-18
- State allocation unknown at this time

**Title V-B: Rural Education (REAP)**
- Common Expenditures: Those as allowed under any of the other Title programs
- New application process for 2017-18
SEA Oversight Responsibilities

1. Technical assistance
2. Designing the LEA-to-SEA application tool
3. Applying the “necessary and reasonable” standard
4. Reviewing and approving LEA applications
5. Risk assessment
6. Setting “specific conditions” on local awards
7. Program-specific responsibilities (like CSI oversight under Title I)
8. Monitoring
9. Collecting and reporting required data
10. Reviewing audits
11. Responding to federal monitoring findings
12. Enforcing grant rules
13. Other administrative responsibilities needed to ensure local compliance

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Decision Making Process

Decision making for all federal programs should be based on a comprehensive needs assessment at both the district and schools levels.
Approaching the **Necessary and Reasonable Standard**

• At a minimum, SEAs must take steps to ensure LEAs:
  • Use the things they buy for the program
  • Pay a fair price
  • Follow local spending policies

• SEAs could also consider qualitative issues like whether an activity helps an LEA meet federal program goals given local needs
What is Your Evidence?

• ESSA requires states to hold two out of the sixteen activities to a higher standard of evidence when approving local applications for funds.

• In the future, LEAs must show how
  • (1) professional development and
  • (2) class-size reduction programs

  are evidence-based

Historically, local school districts have spent the majority of their Title II dollars on class size reduction and professional development activities.
Evidence Based Required

• There are four levels of evidence in ESSA. The four levels require that an intervention in question demonstrates a statistically significant effect on improving student outcomes:

• Level 1, Strong Evidence: At least one well-designed and well-implemented experimental study (i.e. randomized);

• Level 2, Moderate Evidence: At least one well-designed and well-implemented quasi-experimental study (i.e. matched);

• Level 3, Promising Evidence: At least one well-designed and well-implemented correlational study with statistical controls for selection bias; and

• Level 4, Demonstrates a rationale: Can demonstrate through the use of a logic model or other tools developed through research or evaluation that the intervention will likely improve student outcomes.
Number Five:
Policy & Practice
(post legislation)
New ACTS from 91st General Assembly

• Act 294-Teacher Licensure (CM & Rules)
• Act 375-Seat Belts (CM & Rules)
• Act 480-Personal Finance (CM & Rules)
• Act 541-FOI Exemption from Security (no)
• Act 744-Revises School rating (CM & Rules)
• Act 746-Criminal background Check (CM & Rules)
• Act 931-Bonded Debt Assistance (no)
• Act 940-Report to Parents on K-12 Reading (no)
• Act 1105-Limit Fund Balance (CM & Rules)
...how can we improve upon the way we serve & support you?