

Thank you for joining us today.
Please mute your phone using *6 unless you
are speaking. The webinar will begin shortly.

Fourth Annual Regional Advisory Board Meeting: Every Student Succeeds Act (ESSA) Changing Rules, Changing Roles

South Central Comprehensive Center (SC3)
at the University of Oklahoma (OU)

September 29, 2016



Welcome!

Belinda Biscoe

SC3 Director

OU Associate Vice President for Outreach

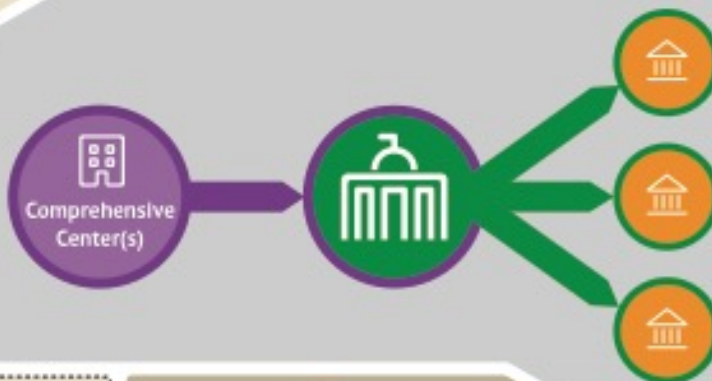
WHAT'S A COMPREHENSIVE CENTER?

The Comprehensive Center Network includes 22 centers funded by the U.S. Department of Education. There are 2 types: Regional and Content. **Regional Centers** serve one or more states. **Content Centers** are national, but focus on a **federal priority** area.



What do they do?

The **Comprehensive Centers** provide technical assistance to **state departments of education** to help them better support **districts and schools**.



What's "technical assistance"?

Technical assistance can include a wide range of evidence-based support, provided directly by the Center or brokered from another source.



What's the purpose?

Comprehensive Centers will

What's "technical assistance"?

Technical assistance can include a wide range of evidence-based support, provided directly by the Center or brokered from another source.



What's an Advisory Board?

Each Regional Center has an Advisory Board that includes the Chief State School Officer from each state served plus up to 15 other educational stakeholders.

Members for each state are appointed by the Chief in consultation with the Governor.

Boards meet annually to advise Centers on issues and needs in each region.



What does "build capacity" mean?

Building capacity means an improvement in one or more of the areas below that allows an organization to do more than it could before--or do it better.

- Human** Leadership, experience, knowledge, and skills
- Organizational** Interaction among people: communication, cooperation, coordination, and collaboration
- Structural** Policies, procedures, strategies, and practices of a system
- Material** Fiscal resources, materials, information, and technology
- Political** Stakeholder engagement, legal requirements, working in a governmental system

For more information, please contact us at contact@c3ta.org or call 1.800.228.1766.

www.sc3ta.org www.c3ta.org

The Central and South Central Comprehensive Centers at the University of Oklahoma are funded by the United States Department of Education.

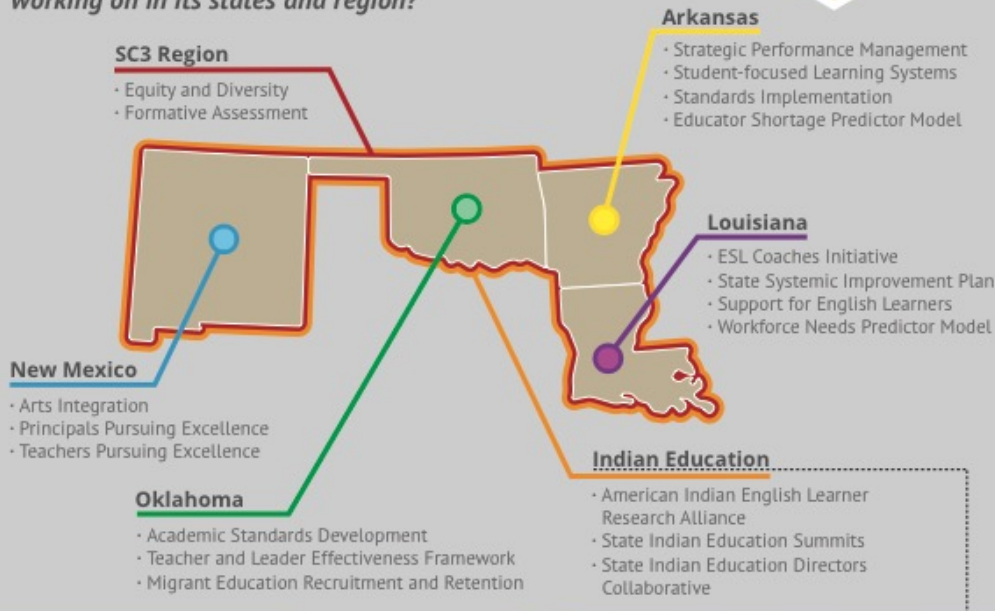


WHAT DOES THE SOUTH CENTRAL COMPREHENSIVE CENTER DO?

The South Central Comprehensive Center (SC3) at the University of Oklahoma is one of 15 Regional Comprehensive Centers funded by the U.S. Department of Education to support state departments of education. SC3 supports Arkansas, Louisiana, New Mexico, and Oklahoma.



What are some examples of projects SC3 is working on in its states and region?



Are services evaluated?

SC3's services are evaluated to ensure they are high quality, relevant, and useful to its client states.



Quality*



Relevance*



Usefulness*

*Percentage of respondents who Agreed or Strongly Agreed with statements evaluating these respective areas for services delivered between July 1, 2015 and June 30, 2016.



Special Focus

Due to the number of American Indian students in the SC3 region, the National Advisory Council on Indian Education provides special funding to address their needs.

For more information, please contact us at contact@sc3ta.org or call 1.800.228.1766.

www.sc3ta.org

The South Central Comprehensive Center at the University of Oklahoma is funded by the United States Department of Education.



Purposes

- Build regional stakeholders' awareness of the changes, challenges, and opportunities of the Every Student Succeeds Act (ESSA) at the state and local levels.
- Engage regional stakeholders in essential conversations regarding the potential impacts of ESSA.
- Cultivate a community of regional stakeholders engaged in continued dialogue to explore policies, practices, and actions to support all learners.
- Gather input from Regional Advisory Board members that informs the center's work to promote progress of today's learners.

Outcomes

- Increased knowledge of ESSA's potential challenges and opportunities
- Improved understanding of ESSA's potential challenges and opportunities
- Enhanced regional perspectives about the significance of ESSA for SC3 states
- Identified new strategies for implementing ESSA to move SC3 work forward

Today's Agenda

Donna Richardson, SC3 Technical Assistance Manager

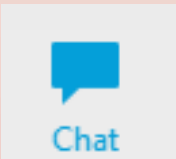
- ESSA Overview
- ESSA Structured Presentations and Discussions
 - A Well-Rounded Education
 - Educator Effectiveness
 - State Assessment and Accountability Systems
- Next Steps
- Final Comments

Meeting Protocols

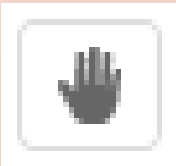
Facilitator: Kyle Lankford, C3/SC3 Communications Coordinator



- Mute your phone using *6



- Use the chat box



- Raise your hand

- For technical issues, please contact Mark Turner at 405.227.2593

Disclaimer

- This presentation is intended solely to provide general information about the Every Student Succeeds Act (ESSA) and state plans moving forward. Nothing about this presentation should be construed as legal advice or specific interpretation of the law. The U.S. Department of Education is expected to provide final regulations and additional non-regulatory guidance throughout the transition and implementation of ESSA.

Every Student Succeeds Act (ESSA) Overview

<https://youtu.be/qgGzhL9rDJ4>



ESSA: A Well-rounded Education

Jennifer Watson
C3/SC3 Literacy Technical Assistance
Coordinator

Education can give you a skill, but a well-rounded education can give you dignity.

Educator Ellen Key (b. 1849, d. 1926)

The Every Student Succeeds Act

- references a “well-rounded education” more than 20 times and within the majority of the Titles (specific programs) in the act;
- acknowledges an overemphasis NCLB placed on measuring student success only in terms of English language arts and mathematics achievement;
- seeks to re-establish curricula and instruction that strongly encourage an educational model meeting each student’s unique academic needs, learning approaches, and interests; and
- offers state and local flexibility for defining an “enriched curriculum” AND for measuring student success.

Beyond Core Academic Subjects

Goals 2000 Core Subjects, adopted in NCLB *Requirements linked to teacher qualifications*

- English, reading, or language arts
- Civics and government
- Mathematics
- History
- Geography
- Science
- Foreign Languages
- Economics
- Arts

Subjects added in ESSA's Well-Rounded Education *Requirements linked to student success*

- Writing
- Engineering
- Music
- Health
- Technology
- Computer Science
- Career and technical education
- Physical Education
- Other SEA- and LEA-determined subjects

The Value of a Well-rounded Education

<https://youtu.be/WKnJE2voKcE>



SC3 Support for A Well-rounded Education

New Mexico Arts Integration

Sarah Hall

SC3 Associate Director

New Mexico/Oklahoma Technical Assistance
Coordinator

Harnessing the Power of Arts Integration in New Mexico

The journey begins



Harnessing the Power of Arts Integration in New Mexico

Friends on the journey



The mission of the Eubank Academy of Fine Arts is to instill an artist's approach to learning so students will be able to take intentional risks to ask probing questions, and explain, justify, analyze, critique and create answers to complex, interdisciplinary problems through both an independent and collaborative approach to learning.







SEA Experience: A Well-rounded Education

Oklahoma New Skills for Youth Initiative

Cindy Koss

Deputy State Superintendent for Academic Affairs and
Planning, Oklahoma State Dept. of Education

Ready4

**Redefining the Senior Year
[and taking the steps to get there]**



Redefining the Senior Year
[and Taking the Steps to Get There]



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

A Well-Rounded Education Oklahoma New Skills for Youth Initiative

Dr. Cindy Koss

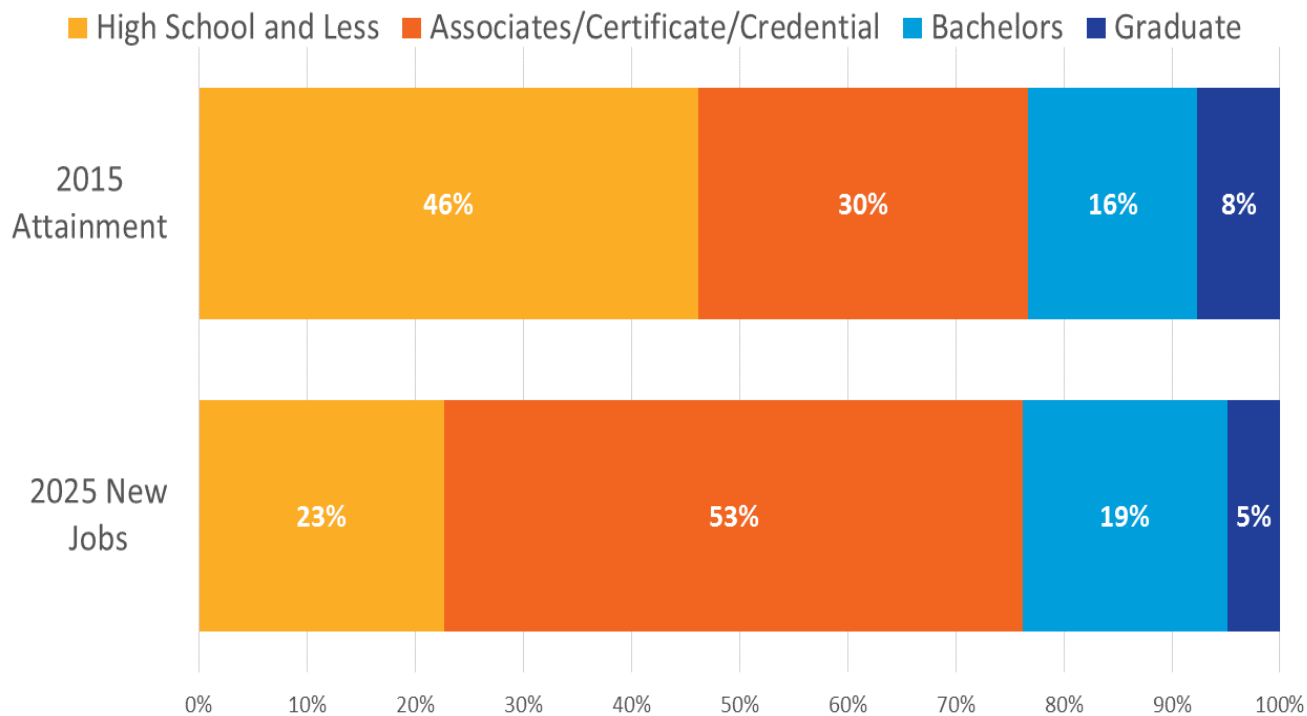
Deputy State Superintendent for Academic
Affairs and Planning

Oklahoma State Department of Education

Ready **4** | the vision

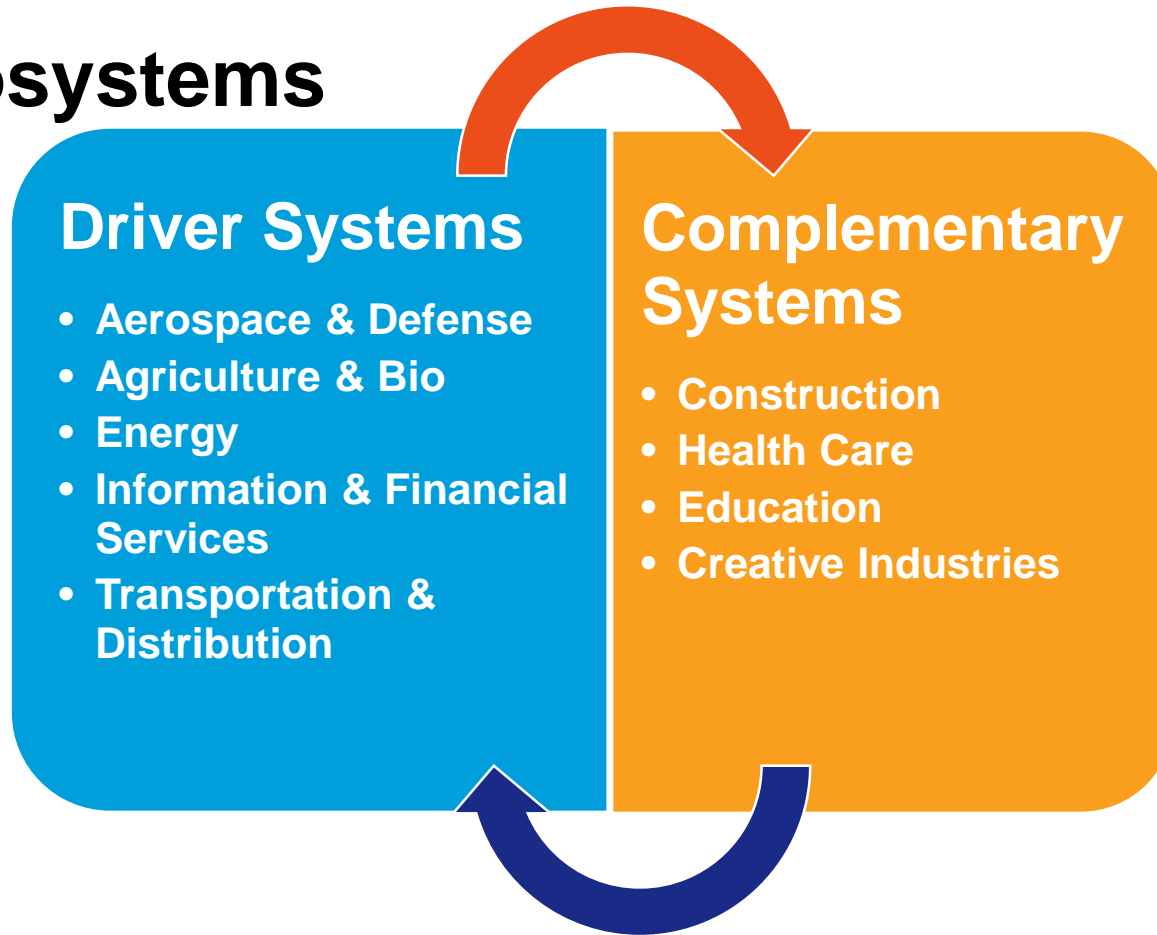
To ensure all students have the opportunity and support to successfully secure a postsecondary degree or industry certification that reflects each individual's passions and skills.

Oklahoma's Workforce Gap



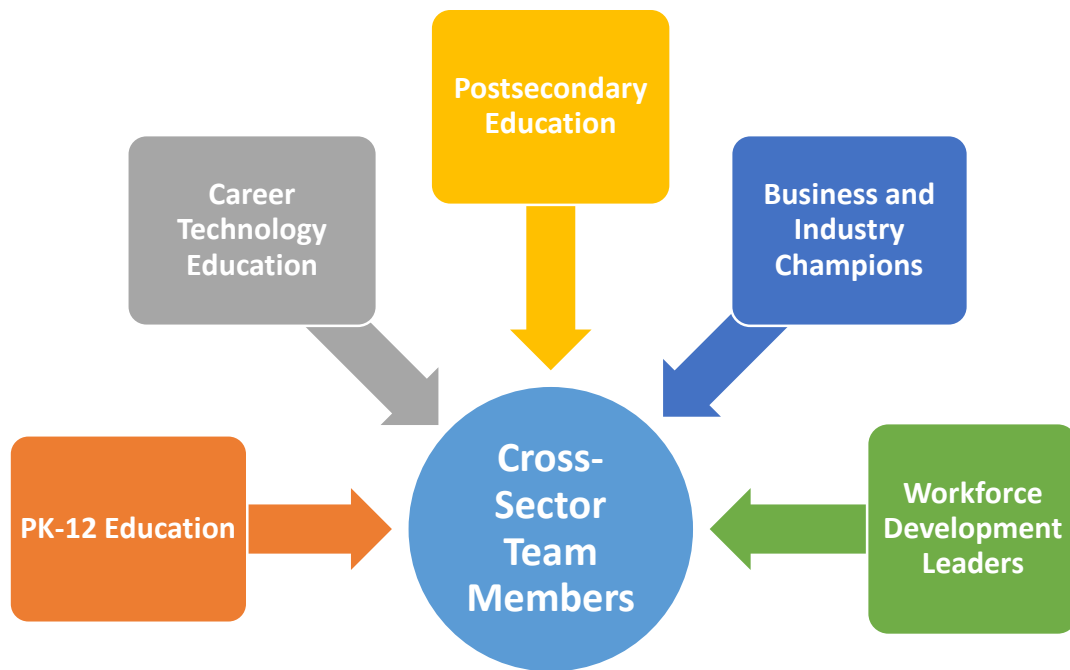
Source: OK Office of Workforce Development; EMSI Q2, 2015

Ecosystems



Cross-Sector Partnerships Key to Success

Influential, senior-level cross-sector decision-makers committed to dramatically reshaping career preparation systems:



Objectives for Oklahoma Cross-Sector Teams

Key Objective 1:
Employer
Engagement

Key Objective 2:
Rigor, Relevance and
Quality in Career
Pathways for ALL

Key Objective 3:
Postsecondary-
Focused
Accountability
Systems

Key Objective 4:
Scaled Pathways
That Culminate in
Credentials

Key Objective 5:
Align State and
Federal Funding
Streams

Key Objective 6:
Ensure Cross-
Institutional
Alignment

Common Themes to Drive Progress

- **Coordinate** K-12, postsecondary & business initiatives
- **Make data driven** decisions
- Ensure equitable **access to programs** across the state
- Advise students using **Individual Academic Plans**
- Increase **work-based learning** (including apprenticeships)
- Include postsecondary readiness indicators in state **accountability** system

Oklahoma NSFY Next Steps

- Cross-sector team work will **result in action plans** for career pathways that span secondary and post-secondary education.
- Businesses will work with educators to **update career pathways** to reflect the most important needs in the business sector.

Oklahoma NSFY Next Steps

- Counselors and other educators will be empowered to **assist all students in creating and updating a career pathway.**
- Students will benefit from **exploring careers as early as elementary school,** and maintain that focus throughout their education process.

Ready4 Commitment ...

Name:

Organization:

Email:

Phone:

Where Do You Fit? Take Action!

- Redefining Senior Year Pilot
- Prepare School-Wide Career Advising Toolkit
- Prepare Easy Start Guide to Business & Education Partnership Actions (SOIC Example)
- Establish Criteria for Work-Based Learning Implementation (Apprenticeships, Internships, Mentorships)
- Define Employability Skills In Regional Sectors to Match Education Needs
- Pilot Individual Academic Plan Implementation

Ready4 Commitment ...

Name:

Organization:

Email:

Phone:

Where Do You Fit? Take Action!

- Pilot Senior Year Bridge Class in Mathematics
- Commit to Workgroup – Quarterly Progress Check Meetings
- Prepare Data for Workgroup Progress
- Create Curriculum: Elementary (Career Awareness), Middle (Career Exploration) & High School (Career Planning)
- Identify Braided Funding Strategies and Resource Use
- Other (You Define!)



Needs Assessment Recommendations

- Develop Individual Academic Plans for middle and high schoolers to guide their secondary and postsecondary studies
 - Include student's family in the plans
- Measure student's success in Career Technology, Higher Education, and/or employment by establishing secure data sharing



Needs Assessment Recommendations

- Collaborate to design seamless career pathways
 - Combine strong academics, challenging technical skills and real-world projects
 - Align secondary, postsecondary and workplace through concurrent enrollment and workplace learning
 - Create guidance systems for career information, exploration and advisement
 - Allow students to choose accelerated learning options

Ready4 Connections and Actions

Keep an eye out for our new website, Ready4OK.com, coming soon!

In the meantime, find us on:

<http://sde.ok.gov/sde/new-skills-youth>

Ready. Set.

GO.

Open Discussion

Jacob Tsofogh, SC3 Indian Education Technical Assistance Coordinator

To participate in the discussion,

- Continue to use the chat box, or
- Raise your hand in the participant panel to indicate you would like to speak.
 - Once acknowledged, unmute your line to talk and mute when you are finished.
 - Click to lower your hand when you are finished.

Discussion Starter

How much access to a well-rounded education do students in your region receive?

- Very Little - Schools have been too busy focusing on reading and math performance to squeeze in other subjects
- Some - Arts experiences in the classroom and physical activities during recess
- A Lot - Dedicated fine arts teachers, primary grade science, foreign language instruction
- A Whole Lot - STEM/STEAM* programs, character development, service learning, wellness, and more (*Science, Technology, Engineering, Math/Science, Technology, Engineering, Arts, Math)

A Well-rounded Education Discussion

What does a “well-rounded education” for your state or local community mean to you?

ESSA: Educator Effectiveness

Animated Video Produced by

Lisa Pryor, SC3 Technical Assistance Associate

Kerri White, SC3 Arkansas/Louisiana Technical Assistance
Coordinator

EDUCATORS MATTER

This video is not publicly available.



SC3 Support for Educator Effectiveness

Kerri White

Equitable Access to Excellent Educators and Educator Workforce Data

Equitable Access to Excellent Educators Plans

- Arkansas, Louisiana, New Mexico, and Oklahoma
- Development of plans in 2015
- Implementation of plans in 2015-2016 and beyond

Educator Workforce Data

- Arkansas Educator Shortage Predictor Model
- Louisiana Education Workforce Needs Predictor Model

Arkansas Educator Shortage Predictor Model

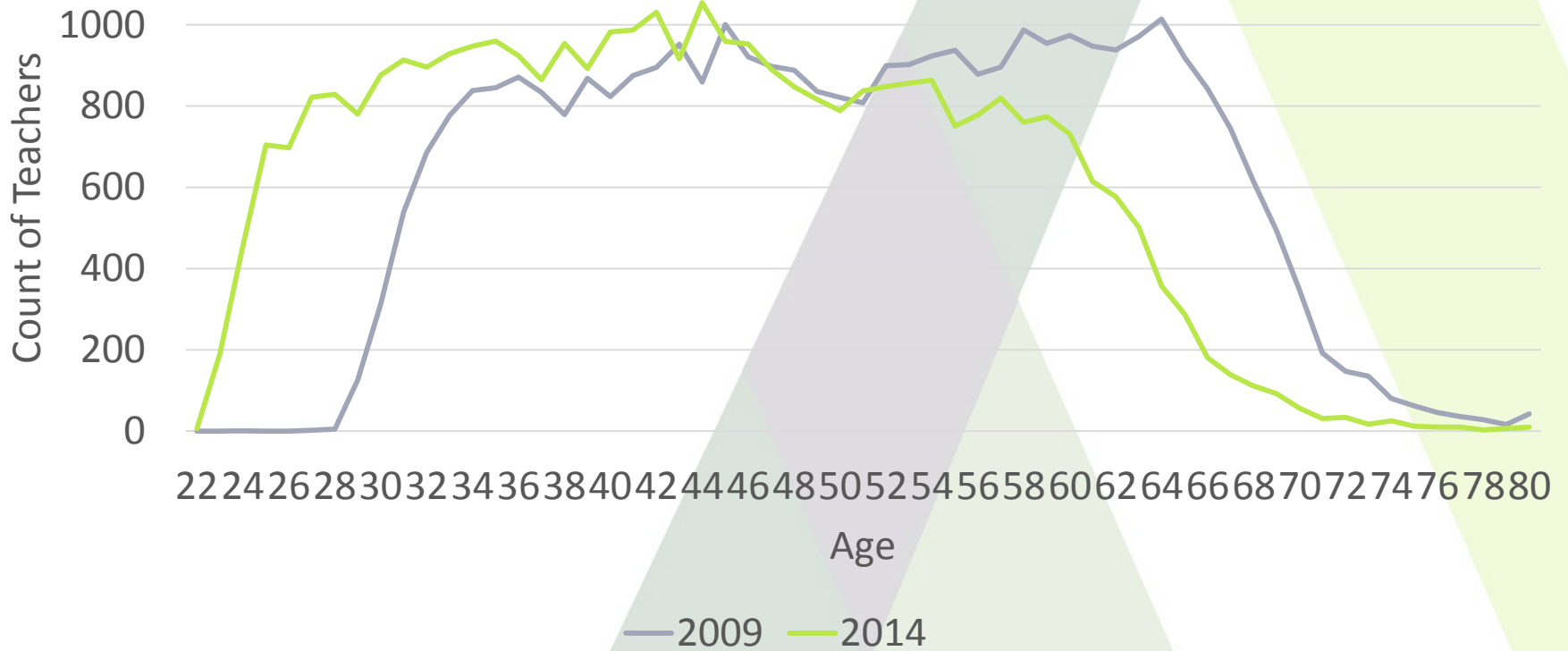
Examples of Data Entered into Model

- Educator ages/years of experience
- Educator licensure areas and course assignments
- Turnover rates, disaggregated by leavers and movers
- Sources of new hires and hire rates by source
- Percent of teachers using licensure waivers or alternatives

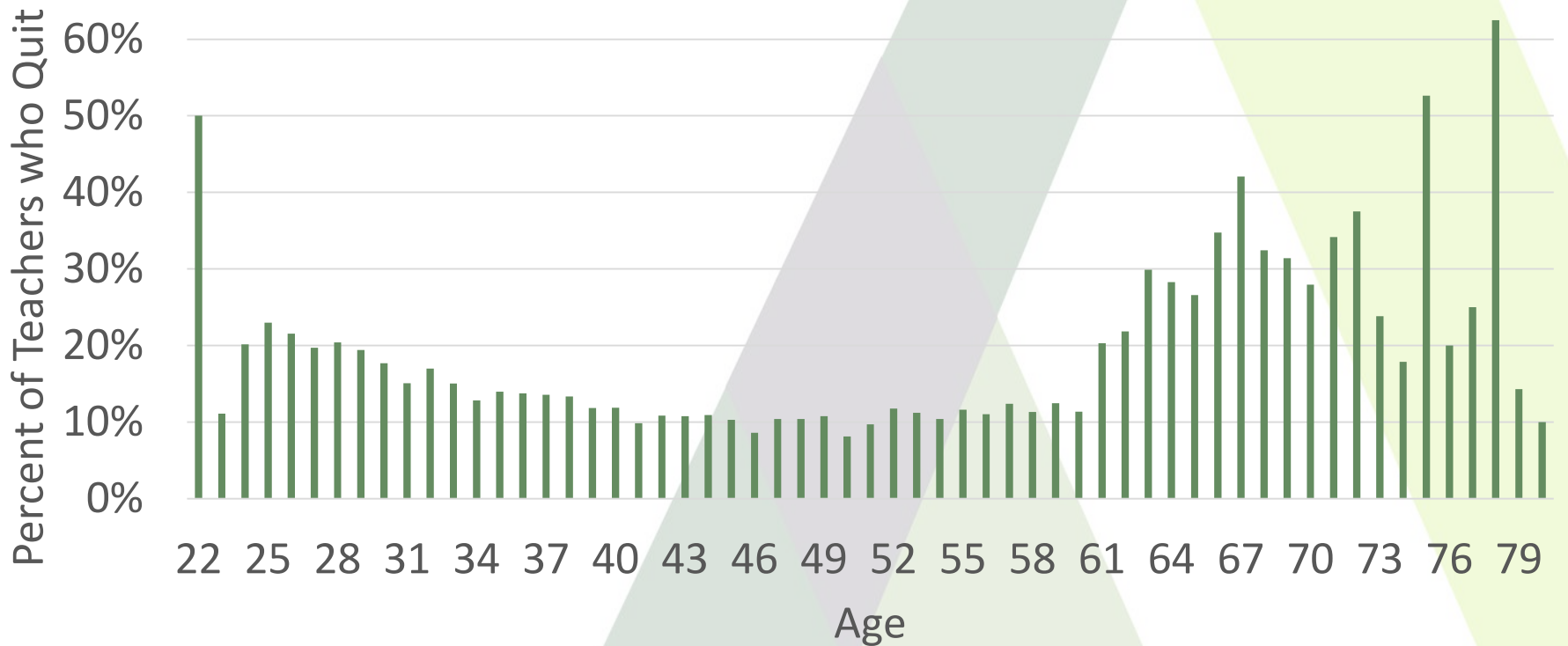
Examples of Data Retrieved from the Model

- Patterns of entry and egress
- Percent of educators likely to retire in the next five years
- Trends in educator preparation program enrollment, completion, and placement
- Identification of critical needs by subject, grade level, and geography

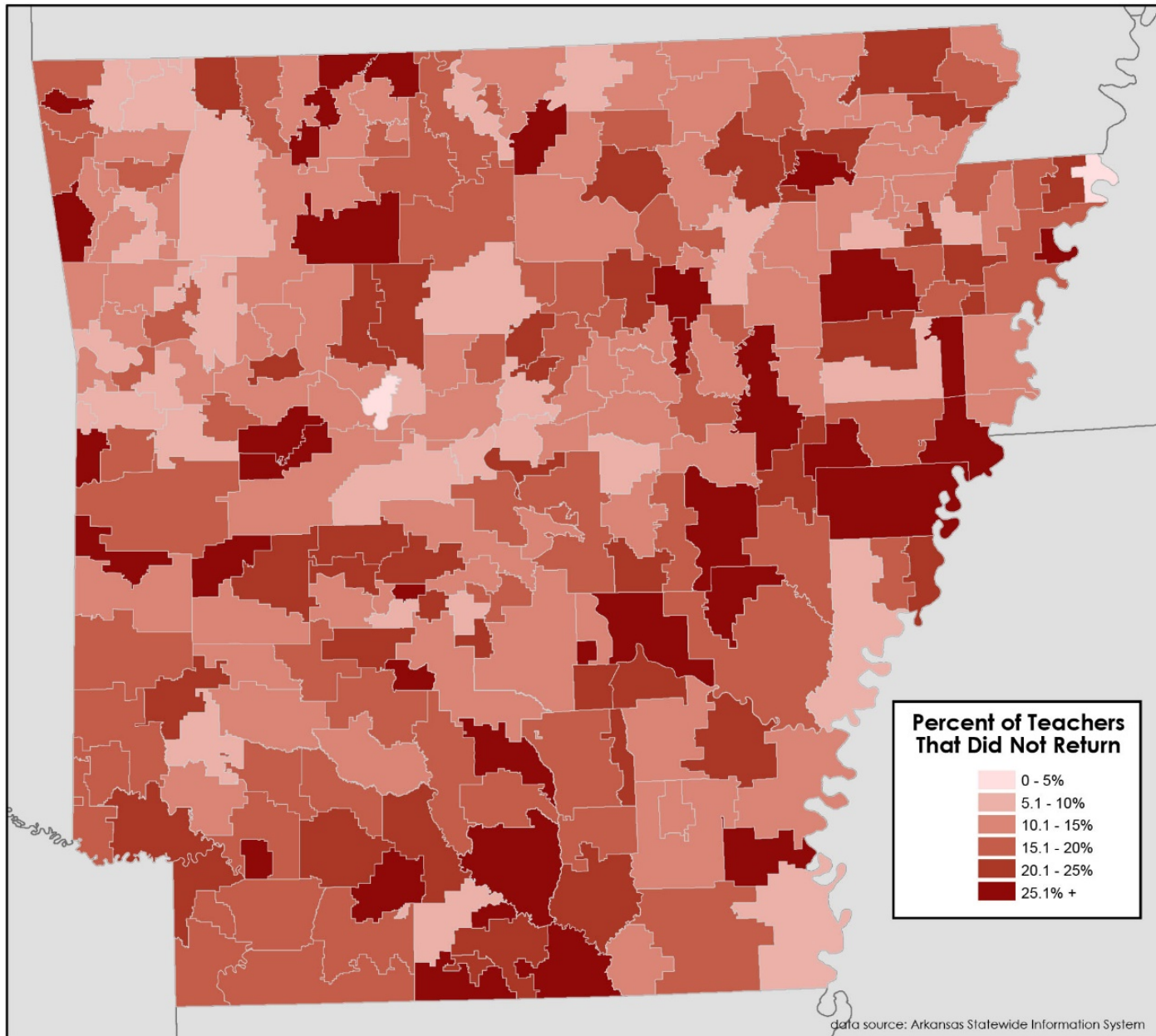
Huge Changes in the Age of Arkansas Teachers



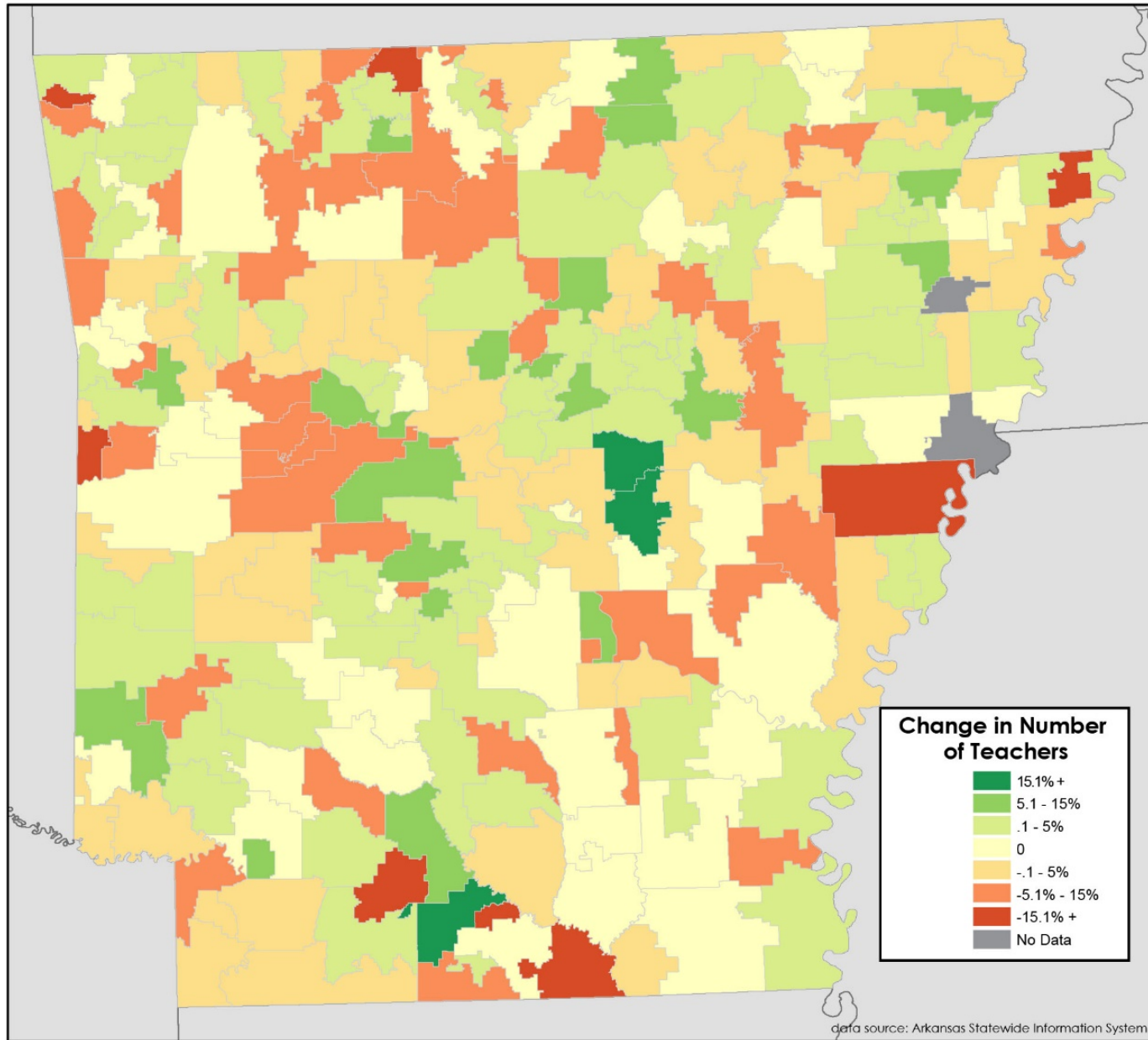
Age is Related to Attrition



TEACHER ATTRITION RATE SY 2013 - 2014



NET FLOW OF TEACHERS IN & OUT OF ARKANSAS SCHOOL DISTRICTS BETWEEN SY 2013 - 2014 AND SY 2014 - 2015



Arkansas Educator Shortage Predictor Model

Next Steps

- Provide predictions of how these trends will likely change over time.
- Facilitate discussion regarding these data with stakeholders across Arkansas.
- Encourage collaboration to identify potential changes to policy and practice that will reduce shortages and provide equitable access to excellent educators for all students.

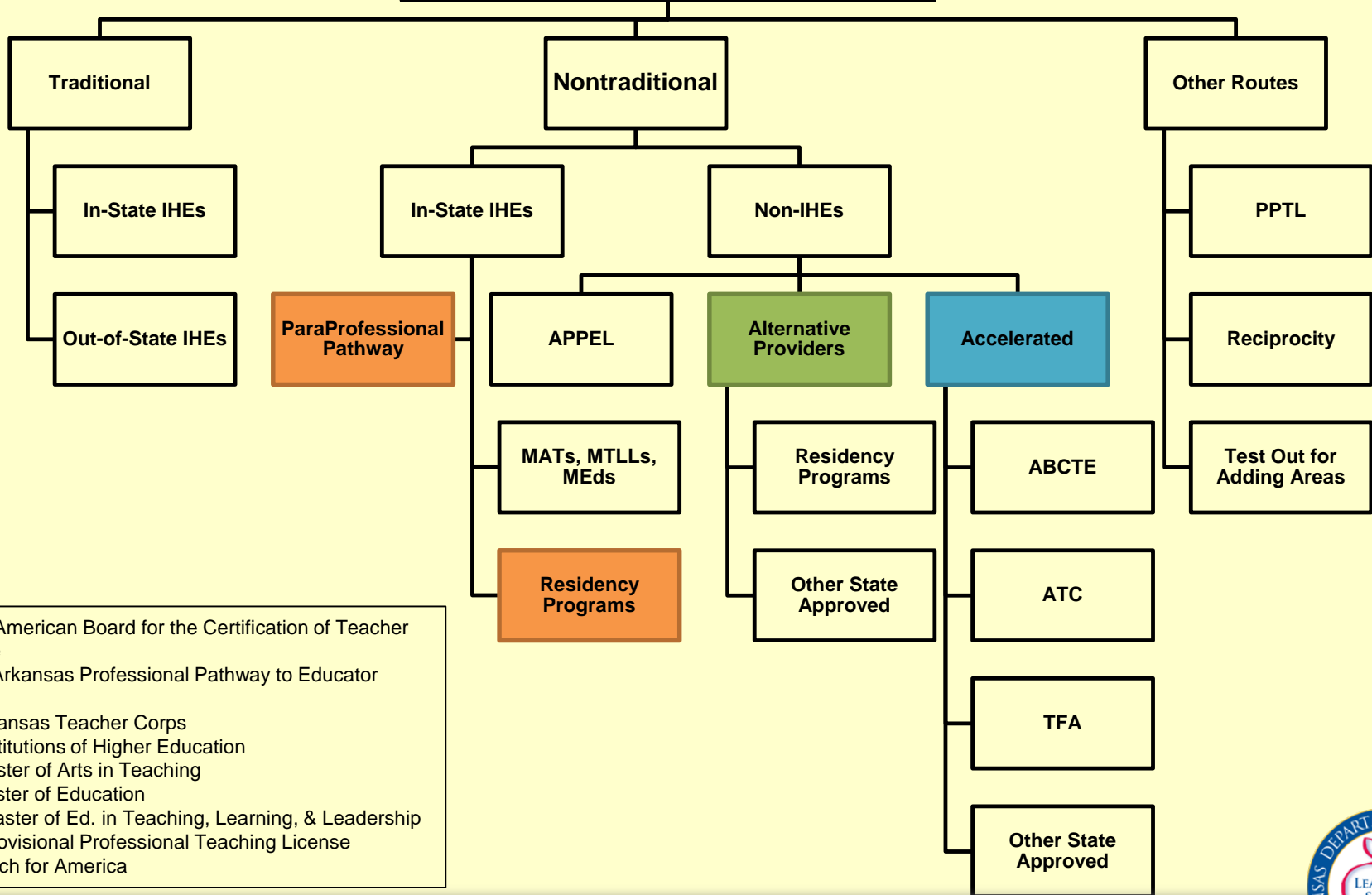
SEA Experience: Educator Effectiveness

Ivy Pfeffer

Assistant Commissioner of Educator Effectiveness
and Licensure, Arkansas Department of Education


Routes to Licensure

Arkansas Licensure



ABCTE = American Board for the Certification of Teacher Excellence
 APPEL = Arkansas Professional Pathway to Educator Licensure
 ATC = Arkansas Teacher Corps
 IHEs = Institutions of Higher Education
 MAT = Master of Arts in Teaching
 MEd = Master of Education
 MTL = Master of Ed. in Teaching, Learning, & Leadership
 PPTL = Provisional Professional Teaching License
 TFA = Teach for America



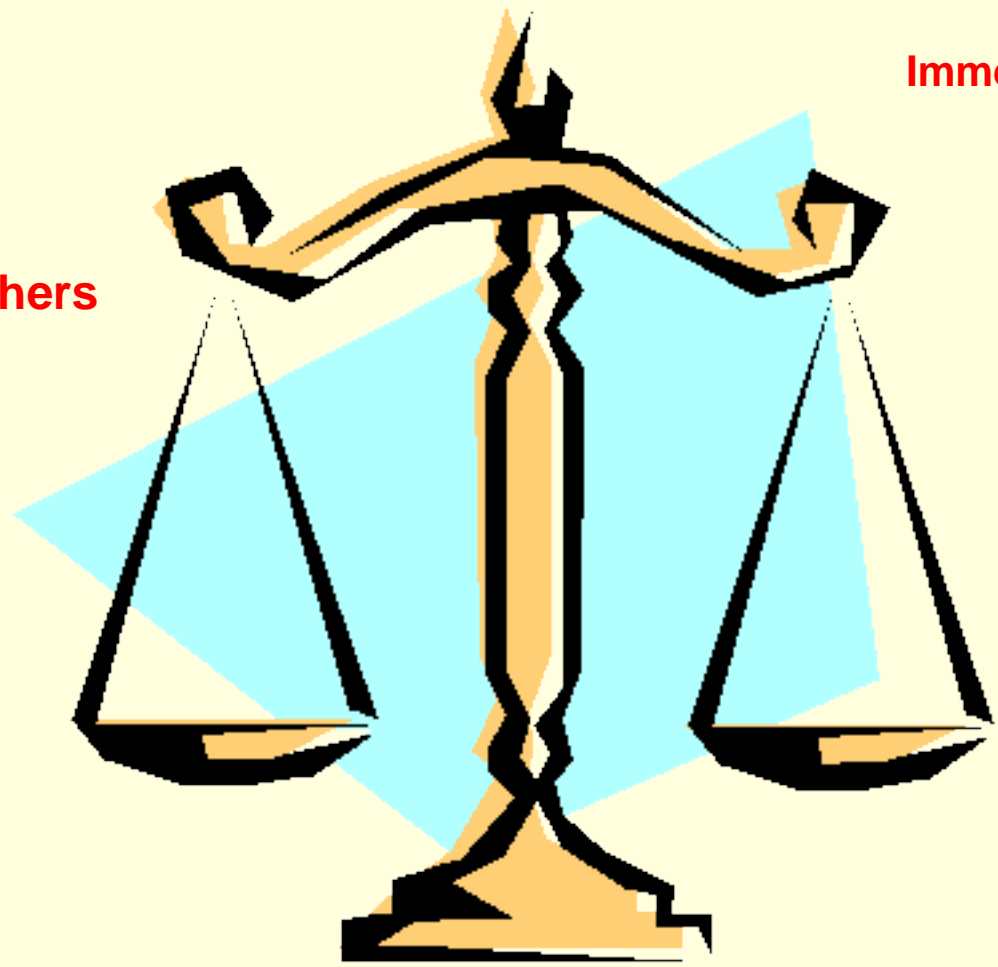
Approved IHE Programs for Educator Licensure September 2016		Special Education						
Legend: B = Bachelor's degree program M = Master's degree program S = Specialist degree program D = Doctoral degree program G = Graduate non-degree program U = Undergraduate non-degree program PS = Post-Secondary licensure		Early Childhood/Special Ed Integrated (First-time License)	Early Childhood/Special Ed Integrated (Add-On License)	Special Education Resource (Add-On License)	Special Education (First-time License)	Special Education (Add-On License)	Special Education - Hearing	Special Education - Visual
		Grade/Age Levels >>>	B-K	B-K	K-6, 7-12	K-12	K-12	K-12
College / University								
ARKANSAS STATE UNIVERSITY					B	G M		
ARKANSAS TECH UNIVERSITY						G M		
CENTRAL BAPTIST COLLEGE								
CROWLEY'S RIDGE COLLEGE								
HARDING UNIVERSITY	B	G	G	B	U G M			
HENDERSON STATE UNIVERSITY			U G	B	G M			
HENDRIX COLLEGE								
JOHN BROWN UNIVERSITY			G					
LYON COLLEGE								
OUACHITA BAPTIST UNIVERSITY								
PHILANDER SMITH COLLEGE								
SOUTHERN ARKANSAS UNIVERSITY			G		G M			
UNIV OF ARKANSAS - FAYETTEVILLE	B		G	B M	G			
UNIV OF ARKANSAS - FORT SMITH			U					
UNIV OF ARKANSAS - LITTLE ROCK				B	M			
UNIV OF ARKANSAS for MEDICAL SCIENCES								
UNIV OF ARKANSAS - MONTICELLO			G		G			
UNIV OF ARKANSAS - PINE BLUFF				B				
UNIV CENTRAL ARKANSAS		G		B	U G M			
UNIVERSITY OF THE OZARKS								
WILLIAMS BAPTIST COLLEGE								
NUMBER OF PROGRAMS	2	2	8	8	17	0	0	

http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/Educator_Prep/IHE_Approved_Programs_Matrix_August_Revised_08_22_2016.pdf

Under the Every Student Succeeds Act (ESSA) states must report (among other data):

- Inexperienced teachers, principals, and other school leaders;
- Teachers teaching with emergency or provisional credentials; and
- ***Teachers who are not teaching in the subject or field for which the teacher is certified or licensed.***

**Flexibility and Responsiveness
to
Immediate needs**



**Quality Teachers
and Leaders**

Arkansas Qualified Teacher(AQT)

AQT applies only in 2 situations...

...when teaching a Core Academic Subject Area class...

A. in which licensure is required but where the license requirements have been legally waived, or

1. **Act 1240 of 2015 Approval to Waive Licensure**
2. Charter School Approval to Waive Licensure
3. School of Innovation Approved Waiver of Licensure

B. in *Special Education or in an Alternative Learning Environment (A.L.E.)

(*AQT rules do not permit a waiver from the requirements for licensure in special education)

[Rules Governing AQT Requirements](#)



Core Academic Subject Areas

- Early Childhood/Elementary
- English/Language Arts
- Foreign Language
- Social Studies
- Art
- Music
- Science
- Mathematics



Demonstrating Content Knowledge

To meet AQT requirements, the educator must have either:

- Bachelor's degree in content area;
- Min. 18 hours in content area;
- PRAXIS® for content area;
- NBCT in content area; or
- Bachelor's degree (any) + “successful relevant work experience” in the content area.



If HQT before, then AQT now



Demonstrating Content Knowledge

Fundamental Subjects: Content Knowledge (5511)

- PRAXIS® for Special Education and A.L.E. to meet AQT when teaching Core Academic Subject Areas
- Not for Licensure



If HQT before, then AQT now



Course Code Management System

Search by Course Code, Course Name, Subject Area, Licensure Code

AQT: All State Grad: All Smart Core: All EOC: All Grade Low: All Grade High: All

Search

Sort By: Code Name [Export to Excel](#)

358710	Social Studies 5-8 (combination)	— Details
Subject Area: Grade 5-8		
Grade Low: 5		
Grade High: 8		
AQT: ✓		
State Grad Req: ✗ Above State Requirements Only		
Smart Core: ✗ No Credit		
End of Course: ✗		
Licensure Code: 002,106,107,150,159,167,183,184,185,7015,7030,7060,7065,7065a,253,256		
358810	Physical Education 5- 8 (combination)	— Details
Subject Area: Grade 5-8		
Grade Low: 5		
Grade High: 8		
AQT: ✗		
State Grad Req: ✗ Above State Requirements Only		
Smart Core: ✗ No Credit		
End of Course: ✗		
Licensure Code: 253,500,510,254,255,256,257,002,082,083,085,086,107,168,183,184,185,227,228,235,236,3030,510		

AQT: ✓
 in the CCMS
 indicates that the
 course is a “core
 subject area” for
 purposes of
 determining whether
 an applicable
 teacher must be
 AQT.

AQT: ✗ indicates
 that the course is not
 a “core subject area”
 for AQT purposes.

Licensure Exceptions

- Documenting “Licensure Exceptions”
 - School districts will document licensure exceptions in eSchool using the new “Licensure Exception” field.
 - This field will default to “NA” and is only used when a teacher is assigned to a grade level or course for which he or she is not licensed to teach.
 - A drop-down menu lists the ‘exceptions’



Course SIS Data

Save Search List

Building: 39 - Your Town Elementary Course: 200111 Section: 1 Course Description:

Exclude From Cycle:	000000	Not In Oct 1
DO NOT USE (Previously HQT):	<input checked="" type="checkbox"/>	Passed Content Test
Licensure Exception:	NA	Not Applicable
Vocational LEA:		
Digital Learning Type:	NO	No
Digital Learning Provider:*	NA	Not Applicable
Digital Delivery:	NA	Not Applicable
Special Ed:	<input type="checkbox"/>	
Alternative Environment:	<input type="checkbox"/>	
Coding Block 7/8:	<input type="checkbox"/>	
College Credit:	<input type="checkbox"/>	
Institution Issuing Credit:		
Kindergarten Overage Flag:	<input type="checkbox"/>	
Course Minutes:	0	

HQT field is still on the screen but...
DO NOT USE.

Licensure Exception.

NA (Default)

*AWL (Act 1240 of 2015 Waiver)

*CWL (Charter School Waiver)

*SOI (Sch. of Innov. Waiver)

**must meet AQT in core subject areas*

ALP (Add'l Lic. Plan)

LTS (Long-term Sub)

Special Ed and ALE courses should be marked as done in the past. *(If teaching multiple core subject areas, teachers must meet AQT)*

Local district paperwork only needed for ADE on-site reviews



- Marking the fields will allow the Standards Accreditation System to clear flags related to teacher licensure if a teacher is teaching a class for which he/she is not licensed and one of the fields listed below is marked:

- AWL (Act 1240 of 2015 Waiver)
- CWL (Charter School Waiver)
- SOI (Sch. of Innov. Waiver)
- ALP (Add'l Lic. Plan)
- LTS (Long-term Sub)

Review the Standards Annual Accreditation System for Updates

Accreditation Status | Archive Reports

Accreditation Status

October 1 Status Report | District: Academics Plus School District

Back to District View | Exceptions

EXCEPTION RULE	EXCEPTION STANDARD	EXCEPTION DESCRIPTION	OCTOBER 1 STATUS
<input type="text"/>	<input type="text"/>	<input type="text"/>	No Filter
9.03.3	IV	Secondary Course Offerings	
10.02.2	V	Class Size: Kindergarten	
10.02.3	V	Class Size: Grades 1-3	
10.02.4	V	Class Size: Grades 4-6	
10.02.5	V	Class Size: Grades 7-12	
10.02.5	V	Total Students: Grades 7-12	
15.01	X	Superintendent	
15.02	X	Principal	
15.03	X	Assistant Principal	
15.03.1	X	Personnel Not Certified	
15.03.2	X	Expired License	
15.03.3	X	Job Not Certified	
15.03.6	X	Provisional License	
9.03.3	IV	Grade Level	
15.03.3	X	High Qualified Teacher (HQT)	
16.01.3	XI	Counselor	
16.02.3	XI	Library/Media Specialist	
16.02.4	XI	Library Book Collection	

Accreditation Report Archive

Select a year: 2014-15

DISTRICT LEA	DISTRICT NAME	SAAS REPORT
<input type="text"/>	<input type="text"/>	
0101000	Dewitt School District	Download
0104000	Stuttgart School District	Download
0201000	Crossett School District	Download
0203000	Hamburg School District	Download
0302000	Cotter School District	Download
0303000	Mountain Home School District	Download
0304000	Norfolk School District	Download
0401000	Bentonville School District	Download
0402000	Decatur School District	Download
0403000	Gentry School District	Download
0404000	Gravette School District	Download
0405000	Rogers School District	Download
0406000	Siloam Springs School District	Download
0407000	Pea Ridge School District	Download
0440700	Arkansas Arts Academy	Download

Page: 1 of 13 Go Page size: 20 Change 1 to 20 of 259

RESEARCH AND TECHNOLOGY

Tools and Support for Educators

- Please check the online Standards Annual Accreditation System (SAAS) for early accreditation flags and take the opportunity for corrections prior to the Cycle 2 submission.

<https://adedata.arkansas.gov/saas/>

Open Discussion

Lisa Pryor, SC3 Technical Assistance Associate

To participate in the discussion,

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 - Click to lower your hand when you are finished.

Educator Effectiveness

Discussion Starter

Think about your most effective teachers from your childhood or the most effective teachers you know.

In your opinion, what were the two greatest strengths of those teachers?

- Demonstrated knowledge of subject taught
- Used a variety of instructional strategies with ease
- Adjusted lessons based on student interests
- Monitored student understanding consistently
- Taught students to work together effectively
- Cared about the personal lives of students
- Demonstrated a commitment to lifelong learning
- Other strength

Educator Effectiveness Discussion

High poverty, high minority, and low-performing schools often have the greatest shortages of effective teachers. How can SEAs reduce equity gaps and provide excellent educators for all students?

ESSA: Assessment and Accountability

Sarah Hall, SC3 Associate Director

Rosie Garcia Belina, C3/SC3 ELL/Migrant Education
Technical Assistance Coordinator

ESSA: Assessments

- *Statewide, annual assessment*
 - an annual assessment of students in grades 3-8 and once in high school in math and English/Language Arts;
 - once between grades 3 and 5; once between grades 6 and 9; and once between grades 10 and 12 in science.
- *Assessment of English learners*
- *Limits exceptions for students with disabilities*
 - sets limits on the percentage of students with disabilities administered an alternate assessment aligned to alternate achievement standards
- *Options for high school tests*
 - Allows districts to give a nationally recognized assessment, like the SAT or ACT.
- *Support for reducing unnecessary tests*

ESSA: Accountability

- *School ratings based on the performance of all groups of students*
 - Academic achievement
 - Another academic indicator
 - English-language proficiency
 - Additional indicator of school quality
- *Supports and intervention when students overall, or any group of students, are struggling*
 - Comprehensive Support and Improvement Schools
 - Targeted Support and Improvement Schools

Assessment

<https://youtu.be/9stFgYy9e24>



SEA Experience: State Assessment Systems

Stacy Smith, Assistant Commissioner of Learning Services
Arkansas Department of Education
Hope Allen, Director of Student Assessment
Arkansas Department of Education

Accountability

<https://youtu.be/rOwO33M648k>



SEA Experience: State Accountability Systems

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SC3 Preliminary Support for State Assessment and Accountability Systems

- State work just beginning on both of these issues
- Plans due April or July 2017
- Full Implementation 2017-2018
- SC3 Webinar Overview of ESSA
- Relevant resources (print and online)

Open Discussion

Sarah Hall

To participate in the discussion,

- Continue to use the chat box, or
- Raise your hand in the participant panel to indicate you would like to speak.
 - Once acknowledged, unmute your line to talk and mute when you are finished.
 - Click to lower your hand when you are finished.

What Do You Think About...



ESSA's shift of responsibility to SEAs?

- Strongly Agree - It's about time states decide what's best for their children's education
- Agree - States need greater control for MOST decisions impacting their children's education
- Neutral - Not sure yet....I'll have to see how this plays out
- Disagree - When it comes to underserved children, ED must have a voice to support state policies impacting state education policies
- Strongly Disagree - When it comes to underserved children, ED must have adequate national education policies to ensure ALL children have the same chance at school success

Assessment and Accountability Discussion

How might the new flexibility and shift of responsibility from federal to state level affect your state?

Next Steps and Final Comments

- Next steps
- Final comments
- Evaluation



Thank you!

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