

# **Arkansas Special Education State Advisory Council Report**

## **Curriculum and Assessment**

### **April 2016**

#### **Dyslexia**

Information regarding students with IEPs and the Arkansas dyslexia law was shared during six sessions at the ADE Dyslexia Conference. The sessions were well attended. Presentations will be made this summer at educational cooperatives, the SEAS Conference, and at AAEA.

#### **Unified English Braille Transition**

The Unified English Braille Transition Committee met on April 7 to continue developing a transition plan as the state moves toward implementation of Unified English Braille. The committee will meet again in May to finalize the transition plan.

#### **Assessment Updates**

The CCSSO State Collaboratives on Assessment and Student Standards (SCASS) met in January in Los Angeles to continue their work to “develop and implement high standards and valid assessment systems that maximize educational achievement for all children.” Robin Stripling attended the Assessing Special Education Students (ASES). The meeting was held shortly after the Every Student Succeeds Act was signed. There was much discussion about the Act and how it will affect our work. One key topic of discussion was the change in policy regarding the alternate assessment. Currently, districts may administer the alternate assessment to as many students as they deem appropriate, but only 1% of those students may count as proficient for the district. The ESSA states that only 1% of the state’s students may take the alternate assessment. The SCASS will meet again in June with a focus on ESSA.

#### **Statewide Assessment**

The Multi-State Alternate Assessment window is open and students across the state are working on this assessment. The testing window will close on May 13. The ACT Aspire testing window opened on April 11 and will close on May 13. Districts determine their own testing schedule.

#### **SLD ID TA Manual**

A group met on April 13 to update the *Arkansas Technical Assistance Manual: Identification of Students with Specific Learning Disabilities*. The draft manual was updated based on the RTI Arkansas model. This technical assistance manual will soon be in the hands of educators and school psychology professionals.