



AUGENBLICK,  
PALAICH AND  
ASSOCIATES

HANDOUT H1



# Educational Opportunities

Amanda Brown, APA

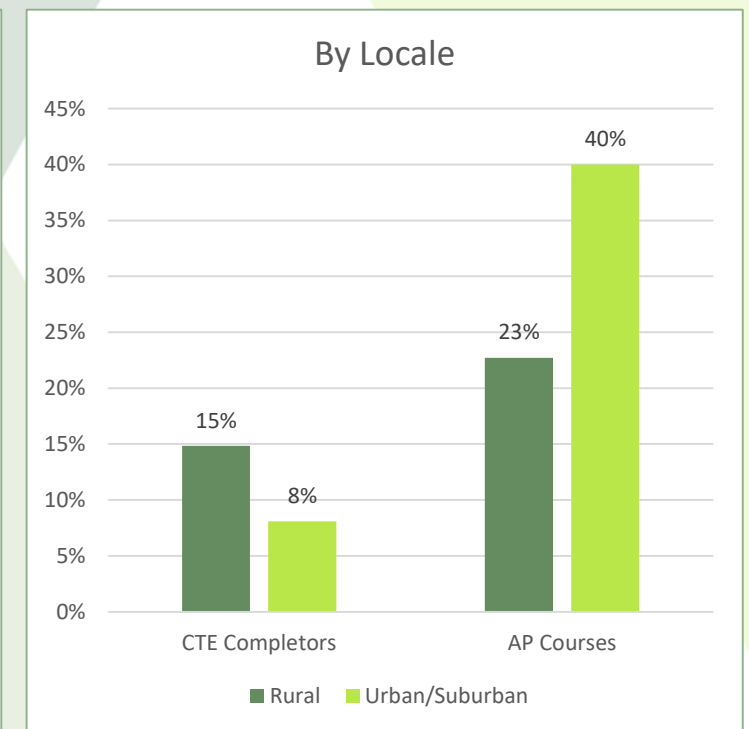
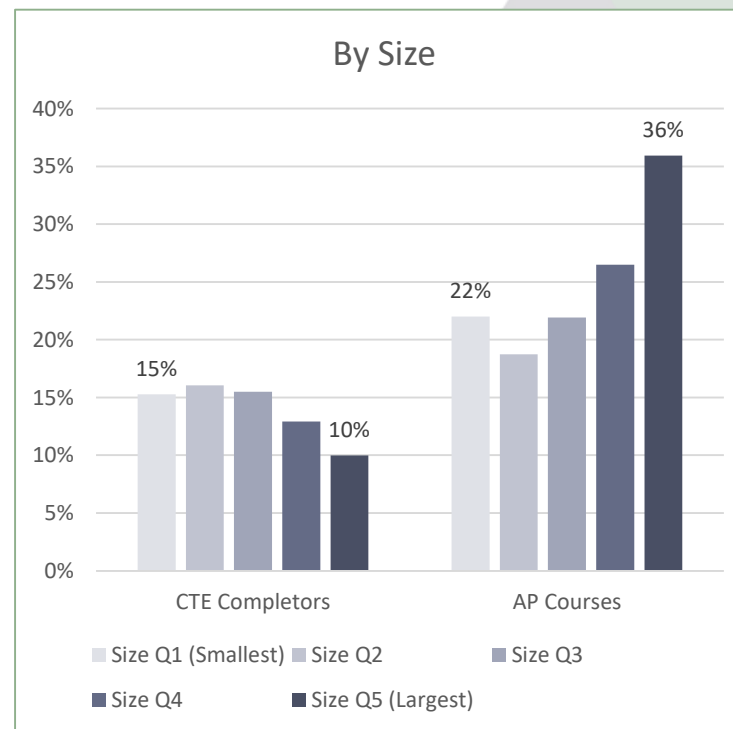
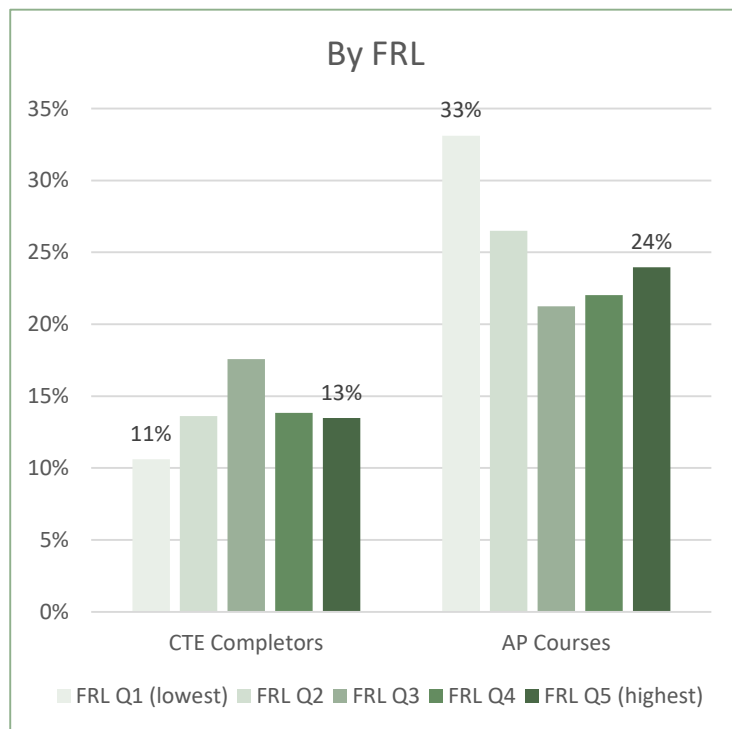
Presentation to the Senate Committee on Education  
and the House Committee on Education  
Little Rock, Arkansas  
September 29, 2020

# Presentation Overview

- Additional descriptive data analysis regarding education opportunities and classroom experience in districts around the state
  - Education offerings: two examples, CTE and AP courses
  - Class size and student-to-teacher ratios
  - Teacher workforce: experience, certification, education and salaries
- District survey results for the following questions regarding education opportunities:
  - Prior to the pandemic, what percentage of your district's schools offered before/after school and summer school, both academic focused and for enrichment? Was transportation provided?
  - Are there any changes your district or charter system would like to make in the area of Career and Technical Education (CTE)? What challenges, if any, do you face in making these changes?
  - Are there areas you would like to offer additional educational opportunities to your students (either expanding current opportunities or offering new opportunities)? What challenges, if any, do you face in providing these additional educational opportunities?

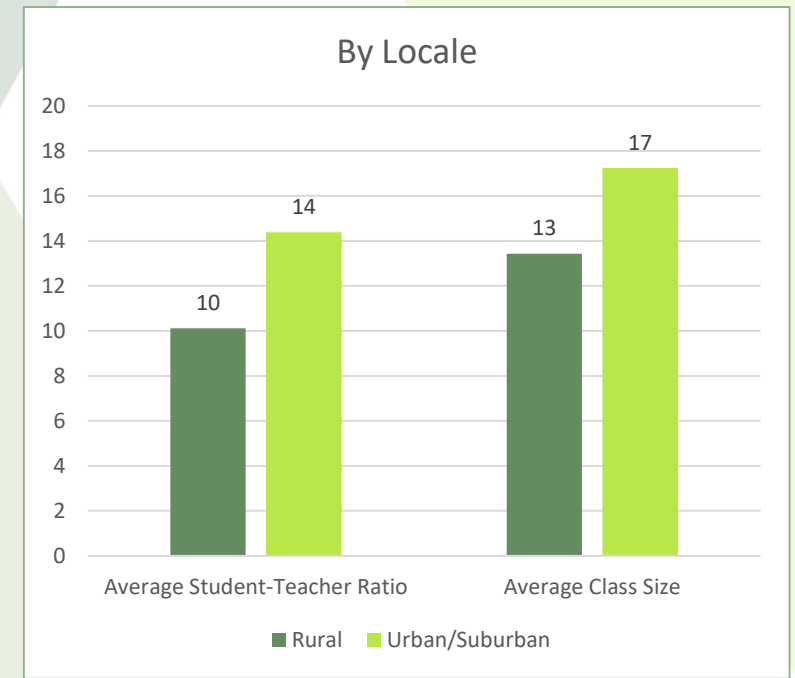
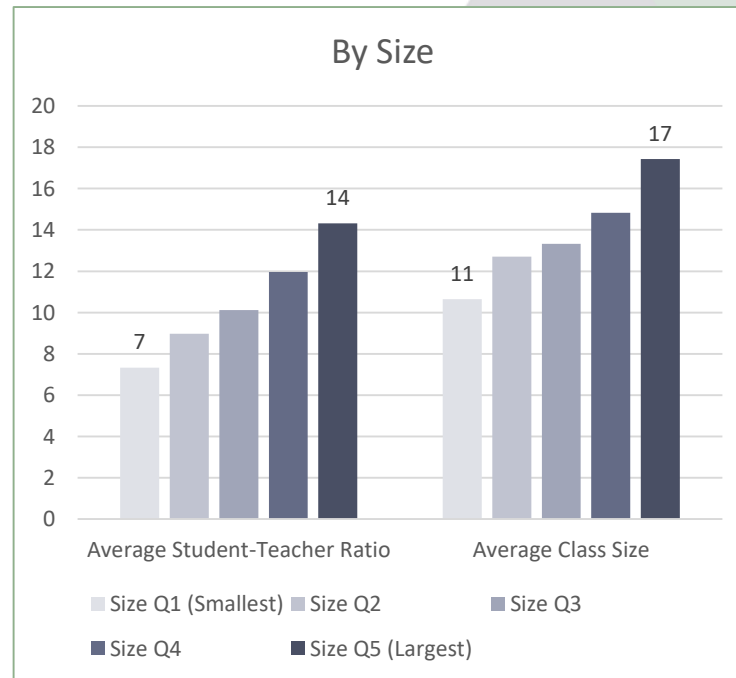
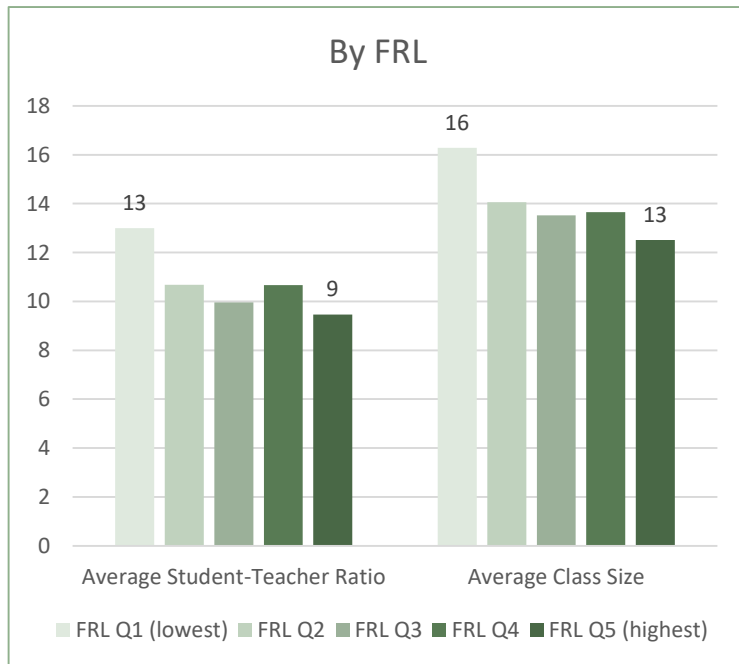
# CTE and AP Courses

- Participation in CTE (measured by CTE completers) and AP courses (total courses divided by high school enrollment) varied between districts based upon district size, percent FRL and locale (urban/suburban vs. rural)



# Class Sizes and Student-to-Teacher Ratios

- Class size and student-to-teacher ratios were lower in smaller districts, higher need districts and rural districts
  - Note, class sizes are inclusive of all settings and funding sources, so smaller than matrix class sizes



# Teacher Workforce

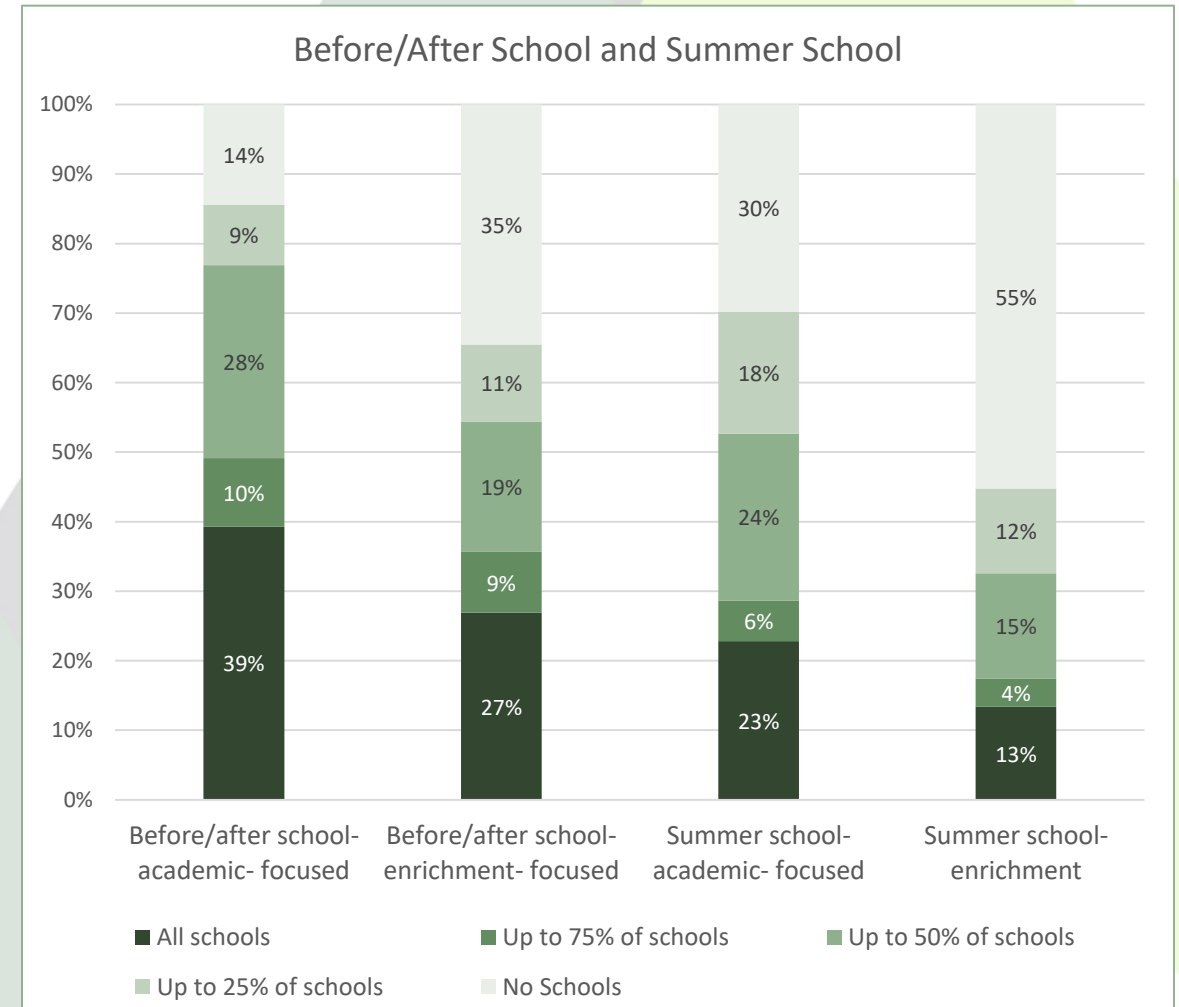
- The highest need and smallest districts had:
  - A higher percentage of teachers new to the profession (novice teachers)
  - A lower percentage of teachers that were fully certified
  - A lower percentage of teachers that had an advanced degree
  - Fewer average years of teaching experience for teachers
- Salaries were also lower as need increased or size of district decreased
- Comparing rural districts to urban/suburban districts, the education, certification, and experience of teachers were similar, but average salaries were very different

# Teacher Workforce Table

	Novice Teachers	Completely Certified Teachers	Average Years of Experience	Teachers with a Master's or higher	Average Salary for Classroom Teachers
<b>By FRL</b>					
FRL Q1 (lowest)	13%	99%	11.3	43%	\$50,305
FRL Q2	13%	98%	10.3	43%	\$46,306
FRL Q3	15%	99%	9.6	43%	\$44,740
FRL Q4	16%	97%	10.2	41%	\$45,217
FRL Q5 (highest)	18%	90%	9.6	38%	\$43,860
<b>By Size</b>					
Size Q1 (smallest)	15%	94%	8.5	38%	\$42,227
Size Q2	15%	98%	8.9	39%	\$43,792
Size Q3	13%	98%	10.4	42%	\$44,650
Size Q4	16%	96%	10.9	43%	\$46,963
Size Q5 (largest)	16%	97%	11.8	44%	\$51,395
<b>By Locale</b>					
Rural	15%	97%	10.0	41%	\$44,992
Urban/Suburban	17%	97%	11.3	43%	\$52,149

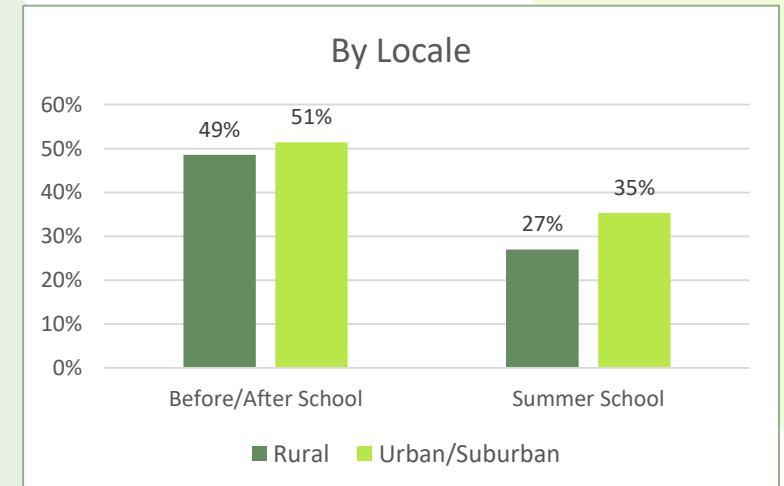
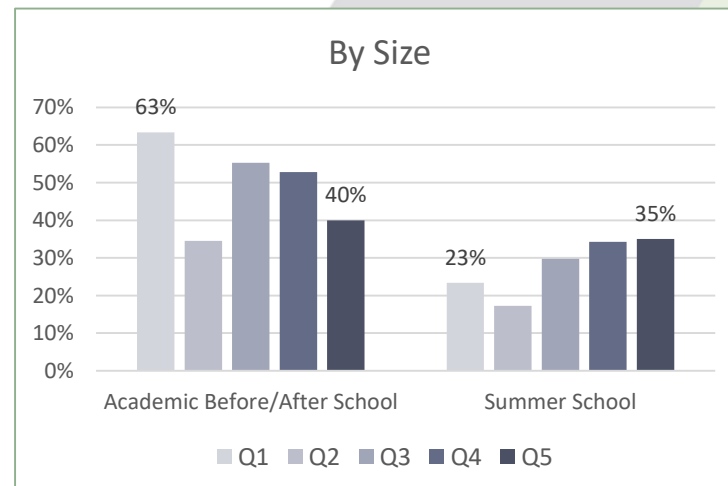
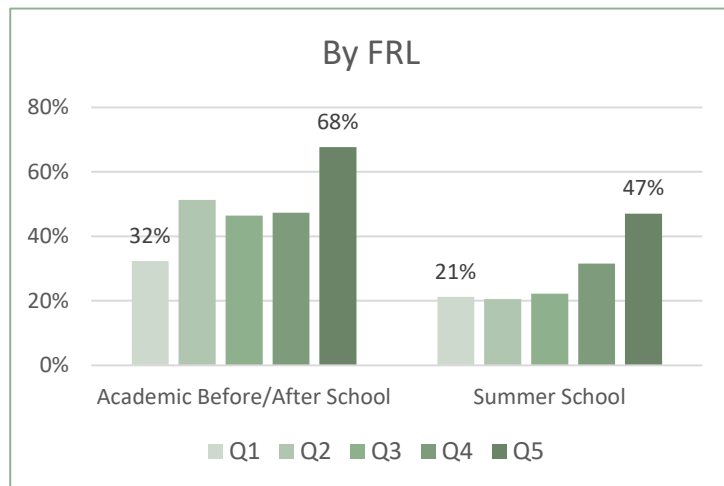
# Extended Learning Time

- From information collected in the district survey:
  - Districts are more likely to offer academic-focused vs. enrichment – based extended learning opportunities
    - About half of districts (49%) report having academic before/after school for most schools in their district
- About a third of districts offered transportation for these programs in some of their schools



# Academic-Focused Extended Learning

- Looking at the percentage of districts that reported offering academic before/after school and summer school in most of their districts ("all schools" + "up to 75%")
  - Higher need districts were more likely to offer both
  - As size decreased, districts were more likely to offer academic before/after school, but less likely to offer summer school (Q2 being an outlier)
  - Districts, regardless of locale, offered before and after school at a similar level, but rural districts were somewhat less likely to offer summer school





# Changes to CTE Offerings

- Are there any changes your district or charter system would like to make in the area of CTE?

Answer	%
Increase certifications	55%
Offer additional courses in current industry areas	52%
Increase participation	49%
Offer courses in other industry areas	34%
Provide CTE opportunities in earlier grades	34%
Have additional CTE courses at secondary career centers	33%
Access additional CTE courses through remote instruction	33%
Have additional CTE courses at postsecondary campuses	22%
No changes are needed	17%
Other	6%

# Challenges in Making Changes to CTE Offerings

- What challenges, if any, does your district or charter system face in making these changes?

Answer	%
Needing additional funding	65%
Having specific technology, equipment or materials	45%
Having building capacity/needed facilities	44%
Having schedule limitations	41%
Finding staff certified to teach	40%
Needing secondary center or postsecondary campus to offer additional courses and/or courses in other industry areas	30%
Being able to provide transportation	21%
No challenges	11%
Other	6%

# Additional Educational Opportunities

- Are there areas your district or charter system would like to offer additional educational opportunities to your students (either expanding current opportunities or offering new opportunities)?

Answer	%
STEM courses	63%
Before/after school	57%
Computer science courses	55%
Concurrent enrollment courses	52%
Summer school	44%
Advanced courses (such as AP/IB)	26%
Arts courses	24%
Additional courses through remote instruction	23%
Foreign language courses	20%
Other electives	7%
Other	2%

# Challenges Providing Additional Educational Opportunities

- For offering before/after school and summer school, the most frequently noted challenges were:
  - Providing transportation and needing additional funding (about three-quarters of districts)
  - Needing certified staff to teach (about a third of districts)
- Challenges related to STEM courses and computer science courses were similar:
  - Needing specific technology, equipment or materials, needing additional funding, having schedule limitations, having staff certified to teach and having building capacity/needed facilities (about 50-60% of districts reporting each)
- Districts also faced the following reported challenges related to offering concurrent enrollment opportunities:
  - Needing additional funding, having schedule limitations, having staff certified to teach (about 40-50 percent of districts reporting each)



Questions?