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# Review of Nurses, Administrators and Educators, Mental Health Services, and Selection of Case Study Schools Presentations

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and the House Committee on Education  
Little Rock, Arkansas  
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# Today's Presentation

- Study Update
- Review of the Presentations from the April Meeting
  - Nurses
  - Administrators and Educators
  - Mental Health Services
  - Case Study Selection
- 3.0.C.1 Evaluation of Economically Disadvantaged Student Proxy
  - 3.0.C.1.a Community Eligibility Provision
  - 3.0.C.1.b Estimating Impact of CEP on State Aid Formulas
  - 3.0.C.1.c Exploring Alternative Proxies for Identifying Students
- 3.0.C.11 Impact of Waivers

# Study Update

- APA, WestEd, and contractors have finalized our databases
- The study team has begun to reach out to schools to set up Case Study visits in late May and early June
- Study team staff will present on several areas at the next meeting, including:
  - 3.0.C.2 Impacts on Equity
  - 3.0.C.3 Impacts of Enrollment Changes
  - 3.0.C.10 Impacts of Vouchers
  - 3.0.C.12 Examination of Uniform Tax Rate
  - 3.0.C.11 Impacts of Waivers - Final



**Nurses**

# Need for Nurses

- Often the only healthcare professional that some students see regularly
- A full-time nurse can reduce the time that principals, teachers, and administrative staff use to provide health services
  - A 2011 study estimated a savings of \$133,175 by reducing other staff workloads
- According to NCES, in 2011-12 49.6% of schools had a full-time nurse, 32.6% part-time, and 20.7% no nurse at all

# Recommended and Actual Nurse Ratios

- The National Association of School Nurses recommends:
  - 750:1 for Healthy Students
  - 225:1 for students requiring daily service
  - 125:1 for complex health needs
  - 1:1 when needed for individual care
- American Academy of Pediatrics recommends one school nurse per school
- A 2010 study found a range of 396 to 4,411 students per nurse, with only 14 states at or below the 750:1 recommendation

# Table: Nurse Ratio Comparison

Students Per Nurse (2010)			
SREB States and Massachusetts			
<b>Arkansas</b>	<b>918</b>		
Alabama	536	Mississippi	1,098
Delaware	472	North Carolina	1,185
Florida	2,537	Oklahoma	2,372
Georgia	2,318	South Carolina	789
Kentucky	1,114	Tennessee	1,774
Louisiana	784	Texas	826
Maryland	776	Virginia	837
Massachusetts	700	West Virginia	1,065

# State Policies

- Five states have policies recommending nursing levels
- Ten states have policies requiring nursing levels
- Five states have specific funding levels for nurses
- A few states have funding for positions that could include nurses, like Arkansas funding in the matrix of 1 counselor/nurse per 200 pupils



# Challenges to Attracting and Retaining Nurses

- Districts compete directly with private and public health providers
  - The average salary for both RNs and LPNs is lower than the national average salary
    - About \$11,000 for RNs and \$7,500 for LPNs
- National studies show there is a national shortage
  - Data shows a lack of training capacity with over 75,000 qualified students turned away in 2018

# Attracting and Retaining Nurses

- A 2019 EdSource mentions incentives that might attract school nurses that include:
  - Showcasing the school schedule, which provides more time off than traditional nursing settings
  - Increasing salaries
  - Offering increased supports and resources

# District Policies

- School district examples include:
  - Oakland School District (CA) is providing \$5,000 bonuses paid in two parts after the first two years of service
  - San Jose USD (CA) has a multiyear orientation program that includes mentors for new hires, which has reduced turnover
  - Outside of the school setting, Rapid City Regional Health (SD) identified having strong nurse leaders as an approach to keeping nurses overall



# Educators

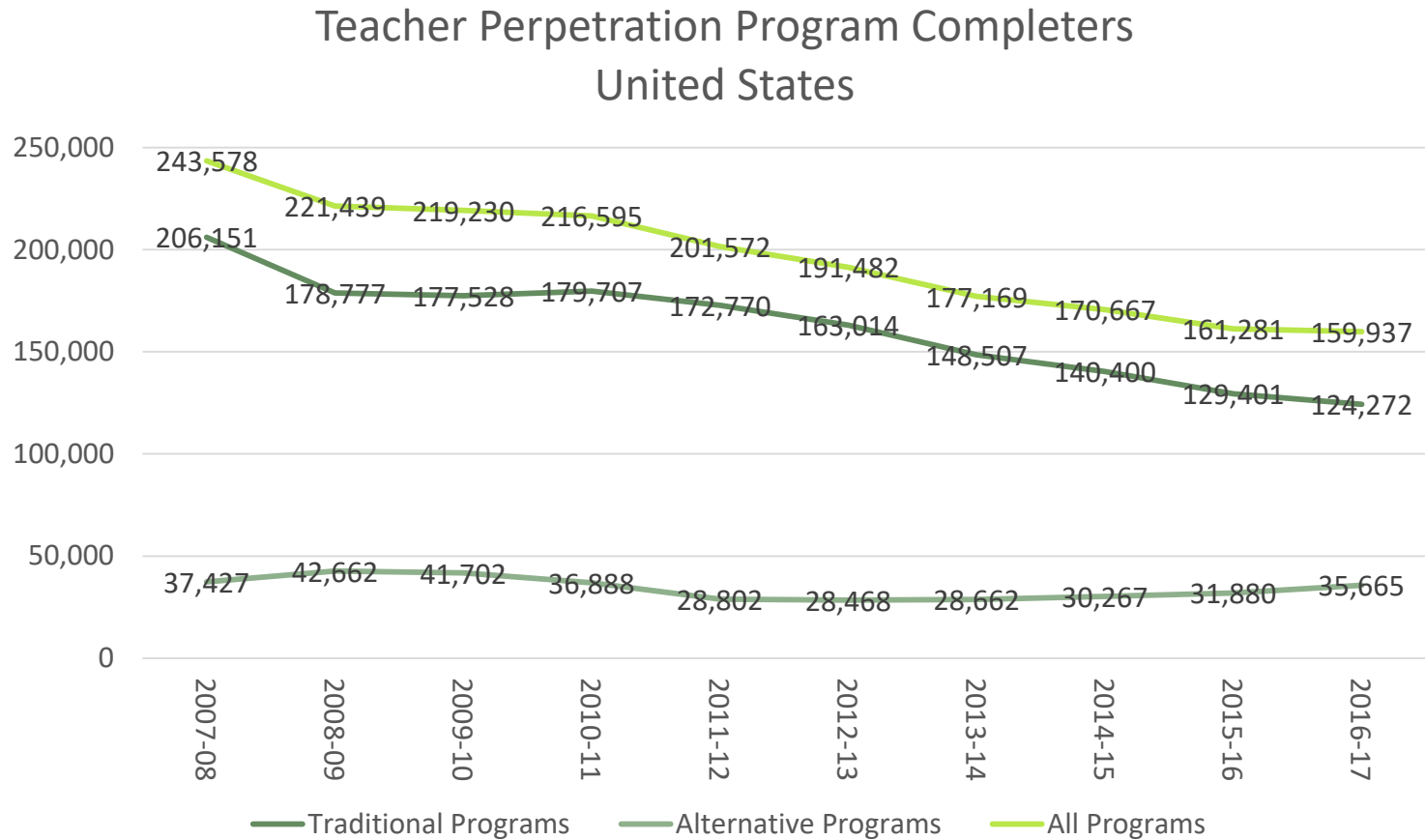
# Teacher Shortage A National Perspective

The Economic Policy Institute estimated that at the beginning of the 2019-20 school year, our public schools are facing a 307,000-teacher shortfall

# Reasons for the Shortage

- Student Population Growth: Between 2008 and 2020 public school enrollment grew by almost 1.6 million students
- Decreasing number of teachers: While student populations were growing, the number of public-school teachers was shrinking. Between 2008 and 2020, the number of public-school teachers shrank by just under 8,000
- High teacher turnover: It is estimated that nearly 7.7% of public-school teachers leave the field annually. To put this into perspective, approximately 246,000 teachers will leave the teaching field this spring

# Chart: Decreasing Number of New Teachers



# Teacher Turnover

- The most common reason cited in reasons for leaving teaching was dissatisfaction with the job(55 percent)
  - This compares to only 18 percent who sighted “financial reasons” for leaving the teaching field
- Research has found that the following individuals have an above-average rate for leaving teaching:
  - Beginning teachers, Teachers in high-poverty schools or districts, Teachers in high-minority schools or districts, Teachers of color
- If the turnover rate were cut in half, we would only need 123,000 new teachers each year, which could quickly be filled by the 160,000 or so individuals who complete their teacher training each year



# Table: Percent of Teachers who Felt Supported by their School Administrators - 2012

Percent of Teachers who Felt Supported by their School Administrators – 2012 SREB States and Massachusetts			
Arkansas	58%	Florida	52%
Alabama	57%	Mississippi	51%
Tennessee	56%	Kentucky	49%
Georgia	55%	Virginia	48%
South Carolina	55%	<b>National Average</b>	<b>48%</b>
Louisiana	54%	Texas	46%
North Carolina	53%	Delaware	45%
Oklahoma	53%	Massachusetts	45%
West Virginia	53%	Maryland	41%

# Table: Teacher Turnover Rate - 2013

Teacher Turnover Rate - 2013 SREB States and Massachusetts			
West Virginia	8.7%	<b>National Average</b>	<b>14.2%</b>
Maryland	11.9%	Kentucky	15.8%
Georgia	12.7%	Delaware	17.3%
Tennessee	13.2%	South Carolina	17.3%
Massachusetts	13.4%	Mississippi	17.4%
<b>Arkansas</b>	<b>13.7%</b>	North Carolina	17.4%
Alabama	13.8%	Oklahoma	17.9%
Florida	14.1%	Texas	20.7%
Virginia	14.6%	Louisiana	21.4%

# Table: Teacher Leaving Rates - 2013

State	Percentage of Teachers Leaving Teaching
Massachusetts	3.0%
<b>Arkansas</b>	<b>4.6%</b>
Georgia	5.5%
North Carolina	5.5%
Oklahoma	5.6%
Florida	6.6%
Alabama	6.8%
Virginia	8.0%
Louisiana	9.9%
South Carolina	13.9%
Kentucky	14.8%
Texas	14.9%
<b>National Average</b>	<b>7.7%</b>

Delaware, Maryland, Mississippi, Tennessee, and West Virginia did not report this data

# How the Leaving Rate Impacts Arkansas

- According to the Arkansas Department of Education, during the 2019-20 school year, there are 33,399 certified public-school teachers in the state
- With a leaving rate of 4.6 percent, that means there will be an estimated 1,536 open teaching positions at the beginning of the 2020-21 school year

# Table: Loan & Scholarship Programs

Loan and Scholarship Programs SREB States and Massachusetts					
State	Loan Program	Scholarship Program	State	Loan Program	Scholarship Program
Arkansas	Yes	Yes			
Alabama	No	Yes	Mississippi	Yes	Yes
Delaware	Yes	No	North Carolina	Yes	No
Florida	No	Yes	Oklahoma	No	Yes
Georgia	No	No	South Carolina	Yes	No
Kentucky	Yes	Yes	Tennessee	No	Yes
Louisiana	Yes	No	Texas	No	No
Maryland	No	Yes	Virginia	No	Yes
Massachusetts	No	Yes	West Virginia	No	Yes

# Table: Differentiated Pay

Differentiated Pay Programs SREB States and Massachusetts					
State	Hard to Staff Schools	Hard to Staff Subjects	State	Hard to Staff Schools	Hard to Staff Subjects
Arkansas	Yes	Yes			
Alabama	No	No	Mississippi	Yes	No
Delaware	No	No	North Carolina	No	No
Florida	Yes	Yes	Oklahoma	Yes	Yes
Georgia	No	Yes	South Carolina	Yes	No
Kentucky	Yes	Yes	Tennessee	Yes	Yes
Louisiana	Yes	Yes	Texas	Yes	Yes
Maryland	Yes	no	Virginia	Yes	Yes
Massachusetts	Yes	Yes	West Virginia	Yes	Yes

# Table: Mentoring Programs

Mentoring Programs SREB States and Massachusetts					
State	Program	Duration	State	Program	Duration
Arkansas	Yes	3 Years			
Alabama	No	N/A	Mississippi	No	N/A
Delaware	Yes	2 Years	North Carolina	Yes	3 Years
Florida	No	N/A	Oklahoma	Yes	No Set Time
Georgia	No	N/A	South Carolina	Yes	Up to 3 Years
Kentucky	Yes	1 Year	Tennessee	No	N/A
Louisiana	No	N/A	Texas	No	N/A
Maryland	Yes	No Set Time	Virginia	Yes	1 Year
Massachusetts	Yes	1 Year	West Virginia	No	N/A

Alabama, Florida, Georgia, Louisiana, Mississippi, Tennessee, Texas, and West Virginia do not require districts to have mentoring programs.

# Reduced Workload for New Teachers

State	Reduced Workload
Georgia	Funds may be used for release time for teachers to serve as mentors
Maryland	The state encourages LEAs to consider a reduction in the teaching schedule & responsibilities for first-year teachers
Massachusetts	LEAs must provide release time for mentor and beginning teachers so that they can engage in mentoring activities
Oklahoma	Lead teachers and master teachers have reduced teaching loads
South Carolina	LEAs can provide mentor teachers with release time

The remaining states do not require that schools/districts provide new teachers or mentors with reduced workloads.





# Administrators

# Principal Turnover

- About one in five principals leave their school each year
- In 2016-17, the national average tenure of principals was four years
- 35 percent of principals have been at their school for less than two years
- Principal turnover is associated with significant decreases in student achievement and increases in teacher turnover
- The cost to recruit, hire, prepare, mentor, and continue to train principals is between \$36,850 and \$303,000

# State Policies

## Using Data to Improve School Administrators

- Delaware: The state's Performance Appraisal System supports leadership by using data to identify areas of opportunity and growth, including:
  - Reflecting on standards aligned practices
  - Setting attainable goals and creating plans to reach those goals
  - Identifying priorities for leadership development
  - Working collaboratively with colleagues to improve student outcomes
  - Analyzing student and school outcomes to evaluate programming and systems

# State Policies

- Using Data to Improve School Administrators
  - Delaware: The state's Performance Appraisal System supports leadership by using data to identify areas of opportunity and growth
- Improved Preparation
  - Georgia: The state has a two-tiered system of educational leadership preparation programs

# State Policies

- Targeted Leadership Programs
  - Alabama: The state’s “Alabama Strong” program is designed to provide targeted training to school leaders in a limited group of school districts
- Leadership Prep Programs
  - Massachusetts: The state’s Performance Assessment for Leaders evaluates the readiness of school leadership candidates for initial licensure

# State Policies

- Supporting Underperforming Principals
  - States requiring principals with less-than-effective ratings to be placed on improvement plans
    - Alabama, Delaware, Florida, Louisiana, Massachusetts, South Carolina, and West Virginia
  - States requiring student growth data to be included in principal evaluations
    - Delaware, Florida, Georgia, Louisiana, Maryland, Massachusetts, Mississippi, South Carolina, Tennessee, Texas, Virginia, and West Virginia



# Mental Health

# Presentation Overview

- What need exists for student mental health support?
- What does current staffing for student support personnel look like nationally?
- Considering best practices:
  - What national approaches and staffing recommendations are available?
  - What are other states doing to provide student mental health services?



# Need for Mental Health Services

- According to the National Alliance on Mental Illness (NAMI), one in five youth have a mental health condition, with half of mental health conditions developing by age 14
  - Less than half received treatment in the past year
  - Untreated mental illness interferes with a student's ability to learn
  - Schools can identify warning signs and connect students with appropriate services and supports
- Suicide is the third leading cause of death among individuals between the ages of 10 and 19 (CDC)
- Studies have documented existing stigma around mental health and low levels of mental health literacy, particularly for adolescents

**Students Per Student Support Staff Member and School Counselor,  
SREB States and Massachusetts (2017-18, NCES data)**

	Student Support	Counselor
Alabama	93	413
<b>Arkansas</b>	<b>67</b>	<b>385</b>
Delaware	162	396
Florida	235	478
Georgia	200	459
Kentucky	209	428
Louisiana	184	456
Maryland	136	370
Massachusetts	91	406
Mississippi	148	446
North Carolina	136	361
Oklahoma	146	433
South Carolina	266	353
Tennessee	241	329
Texas	208	431
Virginia	104	361
West Virginia	236	375
<b>Average of Comparison States (Excluding Arkansas)</b>	<b>168</b>	<b>405</b>

# National Approaches for Student Mental Health

- Several national approaches are available for addressing social emotional needs:
  - Whole Community, Whole Child (WSCC) Model
  - Multi-Tier System of Supports (MTSS) Model
  - American School Counselor Association's National Model
  - AWARE (Advancing Wellness And Resiliency in Education)
- Many states have implemented these approaches, will be highlighted later in this presentation

# Recommended School Mental Health Professional Ratios

- The American School Counselor Association (ASCA)
  - 250:1 school counselor to student ratio
- The National Association of School Psychologists (NASP)
  - 250:1 for school counselors, 500-700:1 for school psychologists, and 400:1 for school social workers
- The National Association of Social Workers (NASW)
  - 250:1 for school social workers, unless working with students with intensive needs, when a lower ratio is required

# State Legislation on Mental and Behavior Health

- Between 2017 and 2020 (to date), there have been 75 legislative bills related to mental and behavior health (6 vetoed)
- An additional 51 bills were specifically related to suicide prevention (2 vetoed)
- Legislation was related to:
  - Establishing Commissions/Councils/Committees
  - Requiring studies, data collection or reporting
  - Requiring or recommending that districts adopt curriculum, policies, or specific staffing
  - Providing targeted resources or funding

# State Approaches to Mental Health

- In addition to reviewing recent legislation, the study team also reviewed each state's current approach to mental health including:
  - Targeted funding approaches
  - Staffing requirement or targets
  - Specific framework/model or curriculum
  - Professional development
  - Programming and resource banks in areas such as bullying, suicide prevention, and substance abuse
  - Partnerships with other agencies and community organizations



# Case Study Schools

# Statistical Methodology

- Carried out exploratory analyses
  - Correlations between variables
  - Inform model specification
- Fit a statistical model using 2018 data
  - Mixed, or hierarchical linear model
  - Accounts for school and district factors
- Predicted growth based on 2019 data
  - Based predictions on historical student data
  - Generated predictions for all accountability schools
- Assessed the fit of our model
  - Compared actual and predicted values

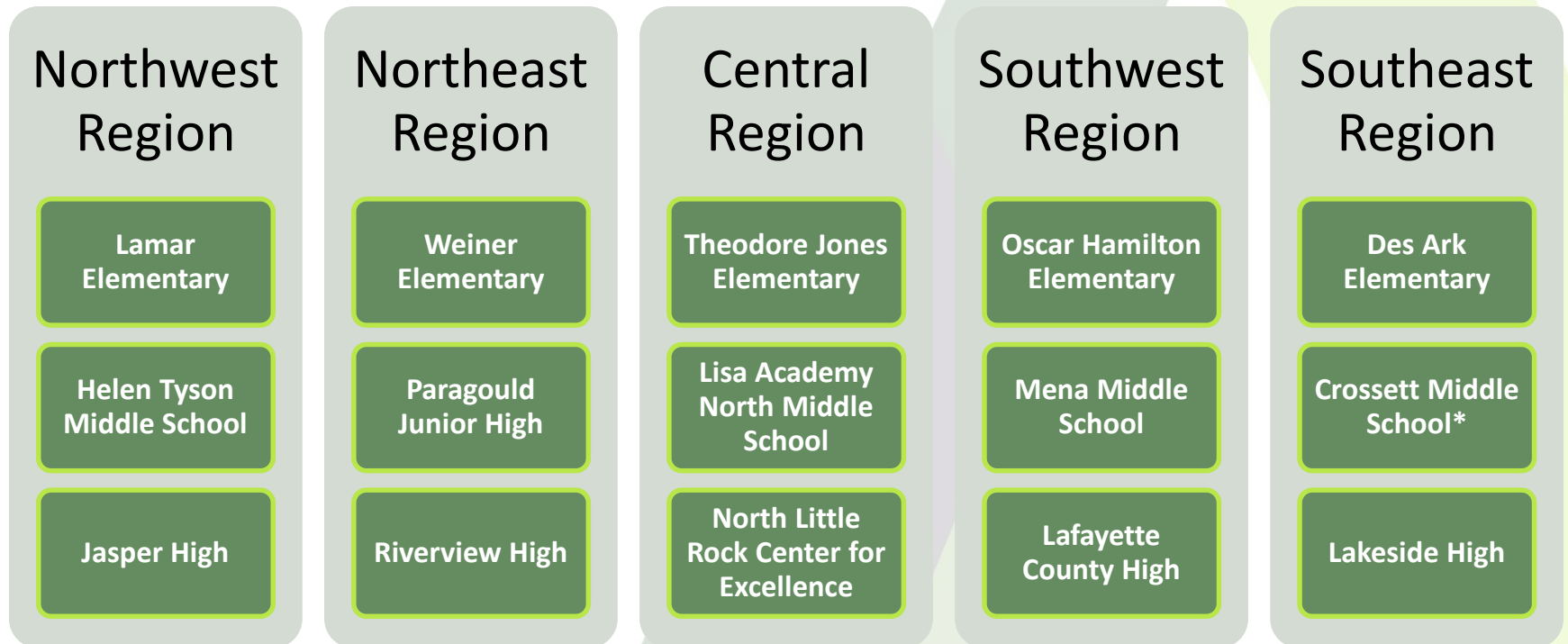


# Case Study School Identification

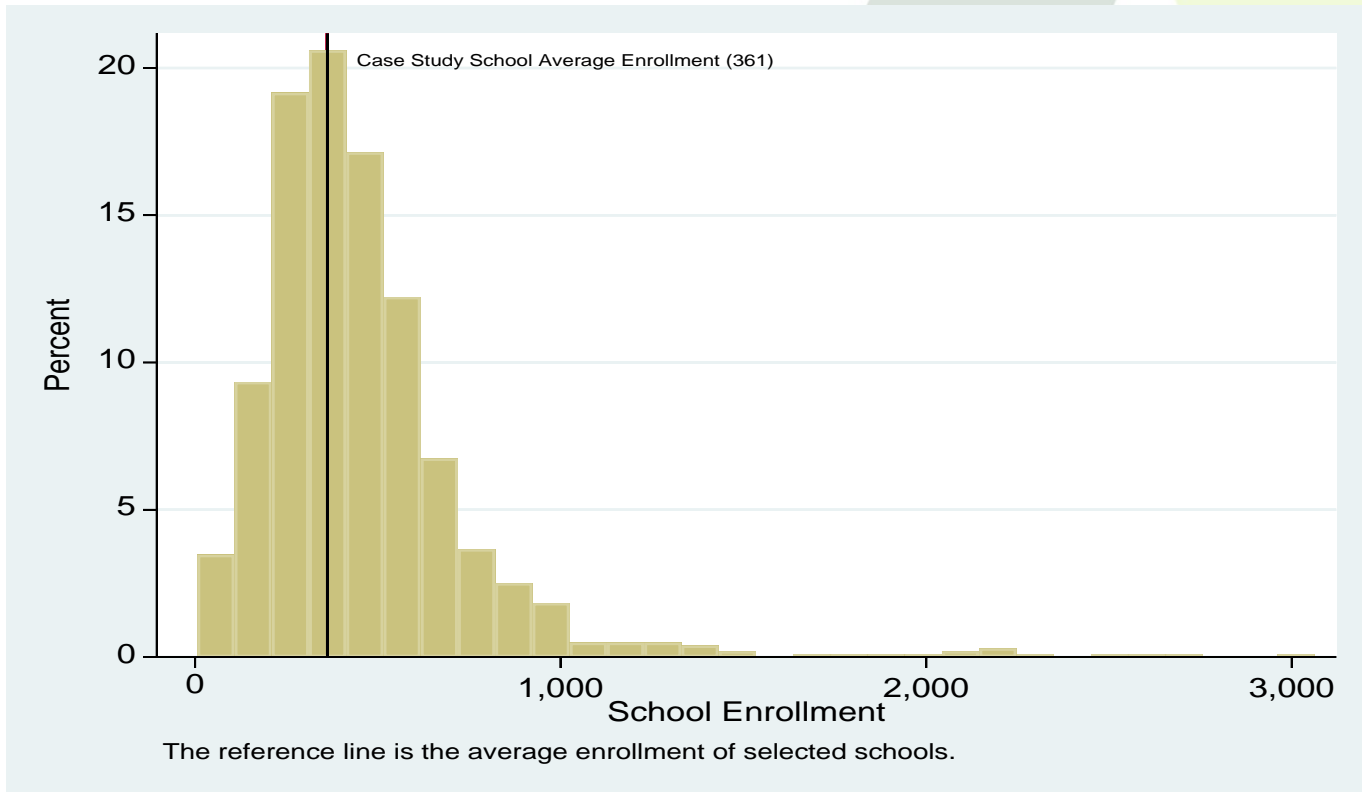
- Ranked schools based on performance
  - The highest ranked schools outperformed expectations
- Filtered list by selection criteria
  - A letter grade of A, B, or C (if they improved between 2018 and 2019)
  - A higher than average low-income student percentage (63%); *or*
  - A higher than average LEP student percentage (8%)
  - Only schools that outperformed expectations\*
  - 181 schools were eligible for selection
- Grouped schools by region
  - Northwest, Northeast, Central, Southwest, Southeast

\* One selected school did not outperform expectations (predicted values) but was the highest performing school in the region.

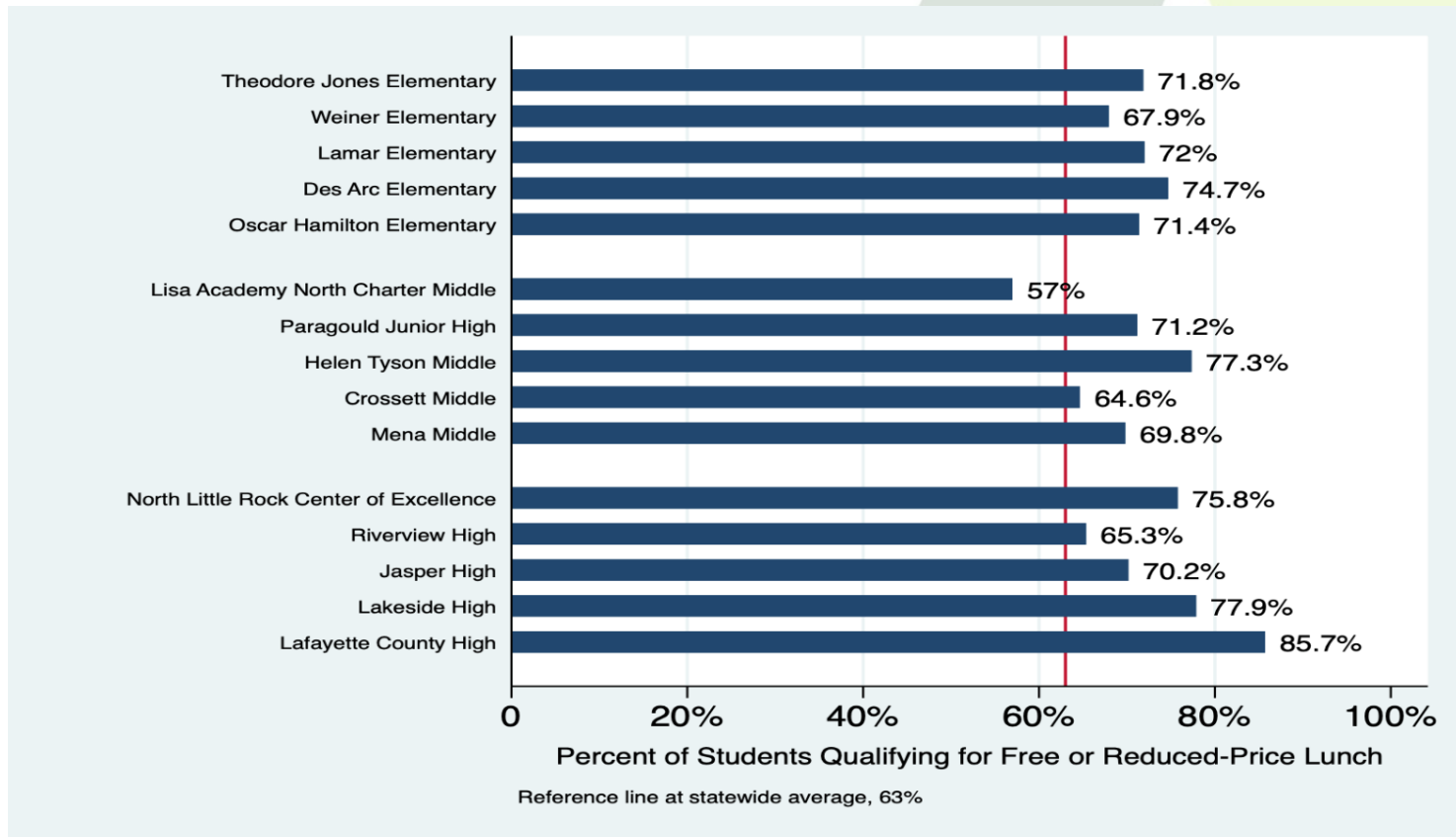
# Case Study Schools: By Region



# 2019 Arkansas School Enrollment



# Case Study Schools: 2019 Low-Income Student Percentages



# Case Study Schools: 2019 EL Student Percentages

