

12/30/2021

2022 Adequacy Study
THE FUN BEGINS/JANUARY 2022



★ ★ ★ ★ ★ 2022 ADEQUACY REPORT ★ ★ ★ ★ ★

Today and Tomorrow

- Introduction to the 2022 Adequacy Study Process
- Legal Overview
- Adequacy History Review
- Lake View Measures – Where We Stand Now



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Next Time...

- Funding for Adequacy
- Expenditures on Matrix and Other Items



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Let's Go!

- Process
- Binders
- Roles



Process

2022 ADEQUACY STUDY



Process: Adequacy Study Team



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2020 Report Definition of Adequacy

1. The standards included in the state's curriculum and career and technical frameworks, which define what Arkansas students are to be taught, including specific grade level curriculum and a mandatory thirty-eight (38) Carnegie units defined by the Arkansas Standards of Accreditation to be taught at the high school level;



2020 Report Definition of Adequacy

2. The standards included in the state's testing system. The goal is to have all, or all but the most severely disabled, students perform at or above proficiency on these tests; and



2020 Report Definition of Adequacy

3. Sufficient funding to provide adequate resources as identified by the General Assembly.



Process: Adequacy Statute Requirements

Act 57 of the Second Extraordinary Session of 2003 established eight broad areas the Education Committees must review each biennium. These include examining "the entire spectrum of public education" in Arkansas, reviewing the components of an adequate education and evaluating the costs of an adequate education.

Act 1204 of 2007 (as amended by later acts) specified that these broad reviews should be accomplished by...



A.C.A. §10-3-2102

Adequacy Tracking Sheet

Adequacy study responsibilities	Shall be accomplished by:	Report address
(1) Assess, evaluate, and monitor the entire spectrum of public education across the State of Arkansas to determine whether equal educational opportunities for an adequate education is being substantially afforded to the school children of the State of Arkansas and recommend any necessary changes.	Reviewing a report prepared by the Division of Legislative Audit covering all funding received by public schools for each program.	Legislative Audit State-level Funding
(2) Review and continue to evaluate what constitutes an adequate education in the State of Arkansas and recommend any necessary changes.	Reviewing the Arkansas academic standards developed by the Department of Education.	Learning Achievement
(3) Review and continue to evaluate the method of providing equality of educational opportunity of the State of Arkansas and recommend any necessary changes.	Reviewing the Arkansas Educational Support and Accountability Act.	Accountability Achievement Gap
(4) Evaluate the effectiveness of any program implemented by a school or school district or education service cooperative, the State of Education, or the State Board of Education and recommend necessary changes.	Reviewing the state's standing under the Elementary and Secondary Education Act of 2001 as reauthorized by the Every Student Succeeds Act of 2015.	Accountability
(5) Review the average teacher salary in the State of Arkansas in comparison to average teacher salaries in surrounding states and member states of the Southern Regional Education Board and make recommendations for any necessary changes to teacher salaries in the State of Arkansas established by law.	Comparing the average teacher salary in Arkansas with surrounding states and Southern Regional Education Board member states, including: • Comparing teacher salaries as adjusted by a cost-of-living index or a comparative wage index • Reviewing the employee teacher compensation salary schedules.	Teacher Salary
(6) Review and continue to evaluate the costs of an adequate education for all students in the State of Arkansas, using the necessary cost-accounting methods, dissemination of costs, transportation, facility demographics, school districts with a disproportionate number of students who are economically disadvantaged or have educational disabilities, and other factors as deemed relevant, and recommend any necessary changes.	Reviewing expenditures from limited school funding. Reviewing expenditures from National School Lunch State funding. Reviewing expenditures from bonding-allocated funding. Reviewing expenditures from student-activity funding. Reviewing expenditures from special education funding. Reviewing disparities in teacher salaries.	Expenditures Expenditures Expenditures Expenditures Teacher Salary
(7) Review and continue to evaluate the amount of per-student expenditures necessary to provide an equal educational opportunity and the amount of state funds to be provided to school districts, based upon the cost of an adequate education and monitor the expenditures and distribution of state funds and recommend any necessary changes.	Completing an expenditure analysis and resource allocation review. Using evidence-based research as the basis for recommending an increase in the state's system of funding public education. Reporting to the Legislature or other appropriate component of the system of funding public education. Reviewing legislative enacted or laws promulgated during the biennium covered by the study to determine the impact of the legislation and rules on educational-adequacy-related public school costs.	Funding Expenditures/ Programmatic ALL Economic Impact (EIT)
(8) Review and monitor the amount of funding provided by the State of Arkansas for an education system based on need and the amount necessary to provide an adequate education system, not on the amount of funding available, and make recommendations for funding for each biennium.	Reviewing any related topics identified for further study by the House Committee on Education and the Senate Committee on Education.	ALL Matters Relating to Teacher Recruitment & Retention Instruction/League Overseers/County Rating State Employees



Process: Adequacy Statutory Requirements

10-3-2104. Report.

(a) The House Committee on Education and the Senate Committee on Education shall file separately or jointly, or both, reports of their findings and recommendations with the President Pro Tempore of the Senate and the Speaker of the House of Representatives no later than November 1 of each year before the convening of a regular session.

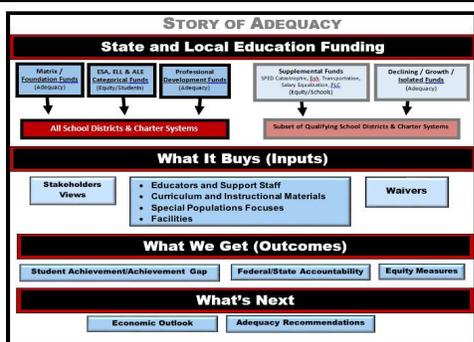
(b) For each recommendation the report shall include proposed implementation schedules with timelines, specific steps, agencies and persons responsible, resources needed, and drafts of bills proposing all necessary and recommended legislative changes.

(c) The report shall be supplemented as needed to accomplish the purposes of this continuing evaluation.



Process

- Tell the story of adequacy from beginning to end





	FY20	FY21	FY22	FY23
State and Local Education Funding				
Matrix / Foundation Funds	1,234,567,890	1,234,567,890	1,234,567,890	1,234,567,890
SEA, SEA & ALE	123,456,789	123,456,789	123,456,789	123,456,789
Professional Development Funds	98,765,432	98,765,432	98,765,432	98,765,432
Supplemental Funds	54,321,098	54,321,098	54,321,098	54,321,098
Declining / Growth / Isolated Funds	21,098,765	21,098,765	21,098,765	21,098,765
Total	1,529,149,974	1,529,149,974	1,529,149,974	1,529,149,974

Foundation Matrix		Additional Funding	
	FY20	FY21	FY22
Category	100,000,000	100,000,000	100,000,000
Sub-category	50,000,000	50,000,000	50,000,000
Sub-category	50,000,000	50,000,000	50,000,000
Total	100,000,000	100,000,000	100,000,000



Process

- Tell the story of adequacy from beginning to end
- Focus: Adequacy, equity, and efficiency
- Meaningful comparisons:
 - “NAEP” states
 - Top SREB states
 - Contiguous states
 - In-state comparison “successful schools”



Top NAEP States

Using scale scores for last 3 years (4th and 8th grade, math and reading) identified top 10 performing states on the National Assessment of Educational Progress.

TOP NAEP STATES

- | | |
|------------------|----------------|
| 1. Massachusetts | 6. Virginia |
| 2. New Jersey | 7. Vermont |
| 3. New Hampshire | 8. Indiana |
| 4. Minnesota | 9. Connecticut |
| 5. Wyoming | 10. Utah |

Arkansas ranked 43rd among all states and D.C.



SREB NAEP States

TOP SREB NAEP STATES

- | | |
|-------------------|--------------|
| 1. Virginia | 5. Kentucky |
| 2. Florida | 6. Georgia |
| 3. Maryland | 7. Tennessee |
| 4. North Carolina | 8. Texas |

Arkansas ranked 12th in SREB states.



Contiguous States

1. Missouri
2. Tennessee
3. Texas
4. Oklahoma
5. Arkansas
6. Mississippi
7. Louisiana



In-State Comparisons of Schools

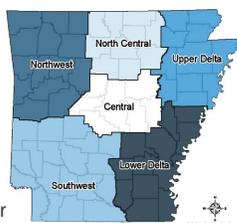
“The use of district-level data on spending limits the capacity of the researchers to measure true variation in spending among schools which leaves the causes of unequal spending unexamined.”

--Condran and Roscigno (2003)



In-State Comparisons of Schools

- By region
- District characteristics:
 - Size/Traditional or Charter
- Urban / Rural
- By Poverty Level
- By Minority Level
- Successful School / All Other



Successful Schools in Arkansas

Through regression, identified 132 schools scoring better than expected on ACT Aspire.



Successful Schools in Arkansas Visits

1. One in each region
2. Charter and regular
3. High poverty to no poverty
4. High minority to low minority
5. Large and small
6. Superintendent and principal interviews
7. Teacher and student focus groups



MONTH	TOPIC
January	Process / Legal Framework / History / Starting Slate
February	State-level & District-level Funding/Spending
April	Facilities / Teachers: Recruitment & Retention / Salaries / Professional Development / TESS
May	Educational Programs (All Students & Special Pops); Waivers
June	Student Achievement & Achievement Gaps / Accountability
July	Audit Equity / Forecast / Final Report / Recommendations
NOV. 1	APPROVED REPORT DUE



Process

- Sessions build on each other
- Also have a process for Action Steps for BLR or Committee – eg., draft legislation, further research

2022 ADEQUACY ACTION PLAN Edited: January 3, 2022

Item	BLR Action Needed			Committee Action Needed		
	Person/Dept Responsible	Deadline	Complete	When	Priority	Completed
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Report Submission

- November 1, 2022
- Deliver
 - Senate President Pro Tempore
 - Speaker of the House
 - Governor's Office

Binders

2022 ADEQUACY PROCESS

Adequacy Binders

- Tab 1 Meetings**
 - Agenda, Minutes, Action Plan
 - Reports/PowerPoints
- Tab 2 Adequacy Report**
 - Tracking Sheet
 - Statute
 - Story of Adequacy
 - Tentative Schedule
 - Adequacy Worksheet (2020)
- Tab 3 Acronyms**
- Tab 4 Survey Results**
 - Superintendents
 - Principals
 - Teachers
 - Successful Schools
- Tab 5 Methodologies**



2022 ADEQUACY REPORT

Roles

2022 ADEQUACY STUDY



2022 ADEQUACY REPORT

Our Role vs. Your Role



Dr. George Thompson

“THE IS”
VS.
“THE OUGHT”



2022 ADEQUACY REPORT

Our Role vs. Your Role

OUR ROLE: "THE IS"

Provide quality research to support you in your work

- Evidence
- Comparisons
- Successful schools
- Types of schools
- Best practices elsewhere
- Other relevant research

YOUR ROLE: "THE OUGHT"

Use the information to make policy decisions regarding adequacy, equity, and efficiency in Arkansas schools.



Adequacy & Equity Hit Home

1998



1998

Senator Mike Todd (1993-1998)

Bob Johnson
52nd Governor
Governor
1995-2001

Bobby Hogue
80th & 81st
Governor
Governor
1997-2003

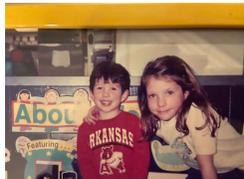
1997 DOVID DICK

1999 ROBERT FRED TEAL



Adequacy & Equity Hit Home

1998



1998

Turnaround teacher Kindergarten instructor helps kids get off on the right foot

By [unreadable]

Kindergarten life has its defining moment — that critical point when a person makes a choice that determines the quality and kind of the rest of his years. Calvin Sanders recently was reminded of his if it occurred in 1973, the year that Sanders turned 22. He has a hurdle that could have sent his life rolling down a dark and dreary path. Fortunately for him, and for a dozen kindergarten students in Phillips County, the young man regained his balance and embarked on a more productive, much happier course. Sanders, who grew up in North Little Rock, was the first of his nine brothers and sisters to attend college. After high school, he packed his bags and moved to Dallas, where he majored in psychology and English at Bishop College (now Paul Quinn College). Life seemed also started hanging around a not-so-great group of guys. The bad associations led to two criminal convictions, his first problems with the law, he says. In



Adequacy & Equity Hit Home

a knack of networking with parents. Sanders married for motivating young children. When Sanders married, Wilson supervised, she says, so she recommended to open at Lake View Elementary. "I knew he'd be a good fit," she says.

applied to renew his teaching certificate this past spring. Every six years, his felony convictions popped up.

of the same information" to the state Department of Education. It was sent when she hired him for the Developmental Disabilities program. "Because we have to meet the same requirements that the law passed in 1997 requires that we do."



Questions

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So glad you asked....

JENNIFER



JONATHAN