Professional Development and Teacher Evaluations

2022 ADEQUACY STUDY

April 5, 2022

Prepared for the Interim Senate Committee on Education

and the Interim House Committee on Education

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Introduction

The purpose of this report is to review professional development and the teacher evaluation system. This includes reviewing requirements of each, how they are implemented, relevant survey results, and best practices for each. Professional development is also a categorical fund for which districts receive funds. More details about that funding and spending can be found in the January 2022 Adequacy Spending Report.

Professional Development

BEST PRACTICES

Education Commission of the States (ECS) states that when educators receive relevant, data-driven professional learning, "they can achieve better outcomes for students and are less likely to leave the profession." ECS defines quality professional learning as learning that is content-focused, supports collaboration, is grounded in research about best practices, and is sustained over time.[1]

Research on teacher professional development (PD) has found that some types of professional development are more effective than others and has identified successful characteristics that exemplify them. A 2017 study[2] reviewed methodologically rigorous studies that demonstrated a positive link between teacher professional development, teaching practices, and student outcomes. They found seven widely shared features of effective professional development:

1. **Content focused**: Focuses on teaching strategies associated with specific curriculum content that support teacher learning within classroom contexts.
2. **Incorporates active learning utilizing adult learning theory**: Provides teachers with opportunities to get hands-on experience designing and practicing new teaching strategies.
3. **Supports collaboration, typically in job-embedded contexts**: Creates communities that positively change the culture and instruction of teachers' entire grade level, department, school, and/or district. These communities can span a host of configurations – from one-on-one or small group collaboration to schoolwide collaboration or collaboration with other professionals beyond the school.
4. **Uses models and modeling of effective practice**: Provides teachers with a clear vision of what best practices look like. Teachers may view models that include lesson plans, unit plans, sample student work, observations of peer teachers, and video or written cases of accomplished teaching.
5. **Provides coaching and expert support**: Includes sharing of expertise about content and practice focused directly on teachers' individual needs. This could be shared one-on-one, as classroom coaches, facilitators of group workshops, or as remote mentors using technology to communicate with educators, master teachers or coaches based in universities or professional development organizations.
6. **Offers opportunities for feedback and reflection**: Includes frequent built-in time for teachers to think about, receive input on, and make changes to their practice by facilitating reflections and

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[1] https://www.ecs.org/wp-content/uploads/Professional_Learning_for_Teachers_and_Leaders_FINAL.pdf
[2] Effective Teacher Professional Development. (May 2017). Learning Policy Institute.

soliciting feedback. These activities are frequently undertaken in the context of a coaching session or workshop but can also occur among peers.

7. **Of sustained duration:** Includes adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in their practice. Strong professional development initiatives usually engage teachers in learning over weeks, months, or even academic years, instead of short, one-off workshops.

A 2021 meta-analysis study[3] examined the characteristics of effective teacher professional development across 104 professional development programs and found three forms of equally effective professional development: lesson study, instructional coaching, and strong teacher learning communities. The study also concluded that teacher professional development can improve pupil achievement, though the amount can depend on the quality of the professional development.

Researchers in that same study found that programs that address four different purposes are on average more effective. Within these four purposes, they also found 14 mechanisms of achieving them. Mechanisms "refer to entities and activities organized in such a way that they are responsible for the phenomenon of interest. In PD, a mechanism is a component of the PD that could not be removed or altered without changing the impact of the PD on teaching and learning."[4] Researchers found that the program was more successful when it used more PD mechanisms. These purposes and mechanisms are summarized in the following table.

PD Purposes	PD Mechanisms
Instill Insight	Manage cognitive load
	Revisit prior learning
Motivate Goals	Goal setting
	Credible source
	Praise/reinforce
Teach Technique	Instruction
	Practical social support
	Modelling
	Feedback
	Rehearsal
Embed Practice	Prompts/cues
	Action planning
	Self-monitoring
	Context-specific repetition

The implementation of professional development programs is important to consider as well. This study noted that interventions tend to be implemented successfully when the support system, intervention design, and school context are aligned. This aligns with comments made by administrators in Cohort 1 schools in the Professional Learning Communities Pilot Program that will be discussed later in this report.

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[3] Sims, S., Fletcher-Wood, H., O'Mara-Eves, A., Cottingham, S., Stansfield, C., Van Herwegen, J., Anders, J. (2021) "What are the Characteristics of Effective Teacher Professional Development that Increase Pupil Achievement? A systematic review and meta-analysis." London: Education Endowment Foundation.

[4] Sims, S., et al (2021), "What are the Characteristics of Effective Teacher Professional Development that Increase Pupil Achievement? A systematic review and meta-analysis,"

The meta-analysis also provided three examples of balanced professional development designs, meaning they incorporated at least one mechanism addressing each purpose. Researchers found that the balanced designs tend to have three times higher effects on average on increasing student achievement.

1. **"My Teaching Partner-Secondary" program – Online coaching for teachers**: It is not subject specific so it does not seek to improve teacher subject knowledge. "The core of the intervention was regular cycles of coaching. In each cycle, the teacher filmed a lesson; a coach watched the video, highlighting strong and weak elements of the student-teacher interaction; the teacher watched highlighted sections of video; then the coach and teacher met to discuss potential improvements."[5]

2. **Subject-specific using the "Collaborative Strategic Reading" approach:** Program goal was subject specific to improve students' reading in science and social studies lessons. The Collaborative Strategic Reading approach "teaches students reading strategies, then encourages them to use the strategies in small cooperative learning groups. Teachers received two days of initial training in the model, followed by two after-school booster sessions tailored to their needs, support from leaders, and individual coaching."[6]

3. **Subject-specific using Data-Based Instruction:** Program was aimed at improving the writing of children with special educational needs through data-based instruction (the use of formative assessment to adapt teaching). "Developers provided teachers with assessment and decision-making tools alongside instructional resources, such as lesson plans. Teachers attended a series of workshops introducing them to key ideas from the [program] and received ongoing coaching supporting them to apply their learning in the classroom."[7]

Researchers also note that even the best-designed PD may fail to produce desired outcomes if it is poorly implemented due to barriers, including[8]:
- Inadequate resources, including necessary curriculum materials;
- Lack of a shared vision about what high-quality instruction entails;
- Lack of time to implement new instructional approaches during the school day or year;
- Failure to align state and local policies toward a coherent set of instructional practices;
- Dysfunctional school cultures; and
- Inability to track and assess the quality of PD.

[5] Sims, S., et al (2021), "What are the Characteristics of Effective Teacher Professional Development that Increase Pupil Achievement? A systematic review and meta-analysis."
[6] Sims, S., et al (2021), "What are the Characteristics of Effective Teacher Professional Development that Increase Pupil Achievement? A systematic review and meta-analysis."
[7] Sims, S., et al (2021), "What are the Characteristics of Effective Teacher Professional Development that Increase Pupil Achievement? A systematic review and meta-analysis."
[8] "Effective Teacher Professional Development." (May 2017). Learning Policy Institute.

PROFESSIONAL DEVELOPMENT FUNDING AND SPENDING

Professional development categorical funding and spending is summarized below and is discussed in more detail in the February 2022 Funding and Spending adequacy reports.

	2021 Funding	2021 Spending
Districts and Charters	$17,163,721	$36,462,799
Solution Tree	$12,500,000	$12,500,000
AETN	$2,744,350	$2,744,350
Total PD Categorical	**$32,408,071**	**$51,707,149**

PROFESSIONAL DEVELOPMENT REQUIREMENTS

Arkansas law[9] states that the purpose of professional development is to "improve teaching and learning in order to facilitate individual, school-wide, and system-wide improvements designed to ensure that all students demonstrate proficiency on state academic standards."

Ark. Code Ann. § 6-17-704 defines PD as a "set of coordinated planned learning activities for teachers, administrators, and non-licensed school employees" that is required by statute or by the Division of Elementary and Secondary Education (DESE) or meets the following criteria:

- Is part of the minimum number of PD hours or professional learning credits as determined by DESE and required by law or by DESE;
- Improves the knowledge, skills, and effectiveness of teachers;
- Improves the knowledge and skills of administrators and paraprofessionals concerning effective instructional strategies, methods, and skills;
- Leads to improved student academic achievement; and
- Is research-based and standards-based.

According to Arkansas law, districts must include no fewer than six PD days out of the 190 required days in educators' basic contracts[10]

Additionally, PD shall comply with DESE's Rules Governing Professional Development and may provide educators with the knowledge and skills needed to teach:

- Students with disabilities, including without limitation autism; and

- Culturally and linguistically diverse students.[11]

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[9] A.C.A. § 6-17-704(b)

[10] A.C.A. § 6-17-2402(1)(A) (providing further that for teachers employed in the Civilian Student Training Program or the Arkansas National Guard Youth Challenge Program, a basic contract for a teacher includes full-time employment for 190 days, which must include no fewer than 6 days of PD, with all days in excess of the 190 required days paid at a daily rate as established in § 6-17-2403 that is required for full-time annual employment and subject to the policies and guidelines of the Arkansas National Guard).

[11] A.C.A. § 6-17-704(e).

Arkansas law[12] also requires districts to annually prepare a PD plan in which "teachers, administrators, and classified school employees shall be involved with in the design, implementation, and evaluation of their respective professional development offerings under the plan." Additionally, this statute provides that "evaluation results shall be given to each group of employees in the school district and used to improve professional development offerings."

Professional development content requirements include the following:
- One of the following topics is required for educators each year on a rotating basis over four years (previously some of the topics were required annually):[13]
  o Two hours on child maltreatment mandated reporter;
  o Two hours on parental involvement[14];
  o Two hours on teen suicide awareness and prevention;[15] and
  o Two hours on Arkansas history (to teachers who provide instruction in Arkansas history).
- All teachers must receive professional awareness on dyslexia.[16]
- Districts must annually make available 30 minutes of PD on human trafficking.[17]
- Districts and charters must provide PD in specific scientific reading instruction. The specific type of training varies by the type of license teachers have[18,19]:
  o For teachers licensed at the elementary level, K-12 special education, and K-12 reading specialists: One of the "prescribed pathways to obtaining a proficiency credential in knowledge and practices in scientific reading instruction."
  o For teachers licensed at levels other than elementary: One of the "prescribed pathways to obtaining an awareness credential in knowledge and practices in scientific reading instruction."
  o Districts must include in their annual school-level improvement plan a literacy plan that also includes a PD program aligned with the literacy needs of the districts and is based on the science of reading.[20]
- Licensed public-school personnel must receive two hours of PD in bullying recognition and recognition of the relationship between incidents of bullying and risk of suicide.[21]
- Athletic coaches working in school districts are required to complete training every three years on the following:[22]
  o Concussions, dehydration, or other health emergencies;
  o Environmental issues that threaten the health or safety of students;
  o Communicable diseases; and
  o Sudden cardiac arrest.

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[12] A.C.A. § 6-17-704
[13] A.C.A. § 6-17-709(e)(3) (as codified by Act 969 of 2013).
[14] *See also* A.C.A. § 6-15-1703(a) (requiring professional development under each school's parent and family engagement plan that is designed to enhance teachers' and administrators' understanding of effective family and community engagement strategies).
[15] *See also* A.C.A. § 6-17-708 (requiring professional development concerning mental health awareness and teen suicide awareness and prevention for licensed public school personnel).
[16] A.C.A. § 6-41-609 (as codified by Act 1294 of 2013).
[17] A.C.A. § 6-17-710 (as codified by Act 765 of 2017).
[18] A.C.A. § 6-17-429 (as codified by Act 1063 of 2017).
[19] A.C.A. § 6-17-429 (as codified by Act 83 of 2019).
[20] A.C.A. § 6-15-2914(b)(1)(B)(ii).
[21] A.C.A. § 6-17-711.
[22] A.C.A. § 6-18-708.

PD can be earned in the following ways: approved conferences, workshops, institutes, individual learning, mentoring, peer-coaching, study groups, National Board for Professional Teaching Standards certification, distance learning, micro-credentialing approved by DESE, internships, and college or university course work.[23] Additionally, up to 12 hours of PD credit may be earned by licensed personnel for time required at the beginning of the school year for planning and preparing a curriculum and other instructional materials[24] contingent on meeting certain requirements.

PROFESSIONAL DEVELOPMENT PROGRAMS

ArkansasIDEAS

ArkansasIDEAS (Internet Delivered Education for Arkansas Schools) is a partnership between DESE and the Arkansas Educational Television Network (AETN) to provide online PD for Arkansas licensed educators and those wishing to obtain an Arkansas educator license.[25] ArkansasIDEAS "connects K-12 educators with quality ADE-approved PD and educational opportunities."[26] It also offers programs of study to assist teachers in "obtaining an Arkansas Educator License or additional grade band endorsements added to an existing license."[27] Additionally, it provides PD that helps teachers understand new statutory requirements such as dyslexia intervention and bullying. Data in the following table shows usage statistics from the program.[28]

ArkansasIDEAS FY20-22				
Program Statistics			**User Demographics**	
	Overall	**FY20-22**	**User Type**	**Number**
Users	78,958	20,708	**Certified Teachers**	52,876
Courses and Credit Hours Created	732 (987.5 hours)	130 (90 hours)	**Non-Licensed**	24,275
Credit Hours Earned by Users	3.8 Million	841,335	**School Administrators**	375
AR History Program Learners	3,315	1,329	**Facilities and Transportation**	5,434
AR History Program Hours Earned	149,175	59,805	**University Teacher Prep Programs**	5,687
			Private schools	1,182
			Charter Schools	1,916

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[23] A.C.A. § 6-17-704(d).

[24] A.C.A. § 6-17-705(a).

[25] *See* A.C.A. § 6-17-707 (requiring the Commissioner of Elementary and Secondary Education to work with the Director of the Educational Television Division and local school districts "to develop a statewide online professional development program that includes quality professional development courses" that meet certain statutory standards).

[26] http://ideas.aetn.org/

[27] http://ideas.aetn.org/

[28] Arkansas PBS Education Department Report. (February 2022).

Professional Learning Communities

Beginning in the 2018 school year, DESE, in partnership with Solution Tree (a private organization that provides PD resources, training, and support to K-12 educators), started the Professional Learning Communities (PLC) at Work Pilot Program.[29] This was a result of recommendations from the 2016 Adequacy report.

DESE defines a PLC as an "ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve."[30] The underlying assumption behind the PLCs is the "key to improved learning for students is continuous job-embedded learning for educators."[31] Broadly, a PLC can also refer to some form of structured collaboration between educators within a school in which educators share experiences, ideas, resources, and strategies for improved student achievement. It can also be a formal program implemented in the school or include informal meetings among educators in a school.

Solution Tree's PLC at Work program is a specific way of implementing a PLC.[32] Each school is matched with a certified PLC at Work Associate (or Pilot School Site Coach) who coordinates the school's PLC services. The site coaches are overseen by a Solution Tree PLC project manager. A Solution Tree project administrator will coordinate the internal Solution Tree team with the project manager and the site coaches to form the project administration and evaluation team. This team will monitor, assess, and report on the pilot school services and will provide periodic feedback to DESE. According to the Solution Tree contract, each school will have its own Pilot School Plan that will be collaboratively developed based on a needs assessment at the beginning of the year. Each customized plan will be built on the following components:

- Up to 50 days of onsite PD from certified PLC at Work associates;
- Book, video, and online resources for school staff;
- Schoolwide subscriptions to global PD;
- Registrations for PLC events; and
- Ongoing phone and email support from the Pilot School Site Coach.

According to the DESE contract with Solution Tree, the intended outcomes of the pilot project include "increasing student achievement through teacher collaboration, a focus on learning, and a results orientation." Student achievement and process data is collected, analyzed, and used to make decisions. This is done through a needs assessment given to PLC schools/districts (to examine process and achievement data) and formative assessments throughout the year (to evaluate growth and determine next steps). Additional data specific to each school is also determined and monitored.

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[29] *See* A.C.A. § 6-20-2305(b)(5)(C) (codified by Act 427 of 2017) (providing that additional funding for professional development above a designated amount shall be used by DESE "for the development and administration of professional learning communities" and that DESE "may partner with or choose a person, firm, corporation, or education service cooperative to provide the knowledge, skills, experience, and expertise for the development of a research-based process for the implementation of professional learning communities").

[30] Arkansas Department of Education "Rules Governing Professional Learning Communities" (October 2017), Rule 2.01.

[31] *Id*.

[32] https://www.solutiontree.com/st-states/arkansas-plc

The following map shows schools and districts in the first four Solution Tree cohorts. A full list of participating schools and districts are shown in Appendix A. In the pilot program, Solution Tree implements its PLC at Work model in the selected schools and districts, which participate in the program for three years. According to DESE, Solution Tree is the only vendor that can deliver the PLC at Work process. The resources are copyrighted and are the intellectual property of Solution Tree.

Map prepared by the Bureau of Legislative Research, Policy Analysis & Research Section
GIS Office integrated the Ark. Spatial Data Infrastructure (ASDI), School District and County Boundaries
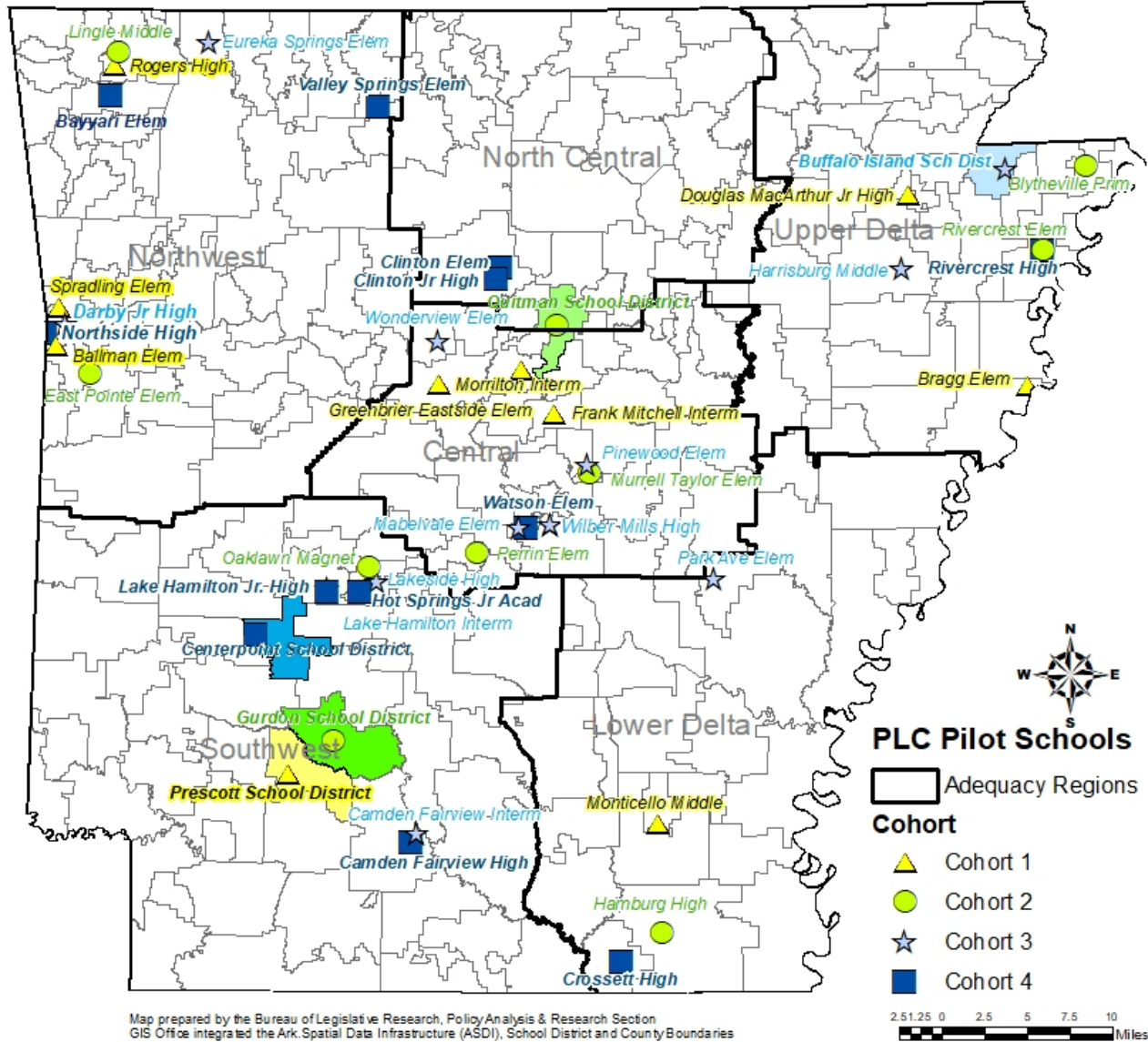
Data Source: DESE[33]

PLC Pilot Program Evaluation

Since the program began in the 2018 school year, at least three different analyses have been conducted on the program's effectiveness. Two of these were conducted by BLR and one by Education Northwest, a national research organization that conducted an independent research study by collecting and interpreting data on behalf of DESE and Solution Tree. The following sections summarize those results.

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[33] https://dese.ade.arkansas.gov/Offices/special-projects/professional-learning-communities-for-arkansas

BLR Analysis #1 (2019)

In 2019, the BLR surveyed three principals (and an instructional facilitator) at three different PLC schools by phone. All three schools were part of the first group to participate in the program and have now completed the program (Cohort 1). Each school was asked how the program was working, what other impacts the program made on the school, what challenges arose, and whether their school would recommend the program to others.

Educators at all three schools recommended the program and generally spoke favorably about it. A couple of them noted that it was the best PD or training they had received. Each of these educators also responded they had experienced increased student achievement, though they noted that it was not always reflected in the state assessment (ACT Aspire) or school letter grade. Other positive impacts of the program included increased teacher collaboration, increased attendance, and decreased discipline referrals. One educator noted growth among students with disabilities in that these students were now spending more time in traditional classrooms and having increased student achievement. Additional impacts of the PLC pilot program included students having more ownership of their learning and being able to explain their grades to their parents as well as discuss other schoolwork matters with them. Meanwhile, teachers reportedly were more confident and better understood what their students needed to learn.

The educators from each school also noted some challenges. Two discussed difficulties accessing some Solution Tree resources. For example, while both noted the benefits of the PLC events and the free registration Solution Tree provided to them, the districts still had to pay for travel. In addition, two noted scheduling challenges because the program required a lot of time out of the classroom for teachers. One educator noted that, even though their coach's individualized support was beneficial, some of the Solution Tree resources were not tailored enough to specific school needs. For example, a school may already be strong in science but needed more help in literacy. However, as the program worked then, the school would spend equal time on both subjects. It is important to note that the program is not designed to teach content but to help with processes. In video interviews with participating schools' personnel available on the DESE website, multiple educators noted that participating in the pilot was challenging at first, but that it became less so in subsequent years as they became more familiar with the process. Additionally, for the program to be successful, one educator noted that administrative support is needed and that the principal [or leader] needs to have a growth mindset. The school or district also needs to be willing to change.

Education Northwest Evaluation (2021)

This study was conducted on behalf of Solution Tree and DESE. The report[34] provides a summary of "how Cohort 1 schools implemented *PLC at Work* and described the progress they have made on achieving positive teacher and student outcomes in their third and final year in the project."

The study looked at multiple pieces of data including the following:
-   **Surveys:** Surveys were sent at the end of the 2021 school year to teachers, administrators, and other participating school staff members. In total, 410 individuals completed the survey, for an average response rate of 83%.
-   **Interviews and focus groups:** The evaluation team conducted 12 in-person interviews with school administrators, as well as 20 focus groups with guiding coalition members and other

school staff members. The team also interviewed 10 Solution Tree associates via phone or Zoom.

- **Implementation documents and other literature:** The evaluation team reviewed Solution Tree services documentation, needs assessments for each Cohort 1 school, and Solution Tree training materials and literature.
- **School and student data:** The team measured growth on the ACT Aspire math and English language arts assessments between the school year before implementation (2017) and the end of the second year of implementation (2019).

Key findings included:
- Students in Cohort 1 schools showed improved academic achievement and higher levels of engagement.
- All Cohort 1 schools reported positive changes in instructional practices, which led to improved learning opportunities for students.
- Educators in Cohort 1 schools improved their culture of collaboration and collective responsibility for ensuring all students learn at high levels.
- All Cohort 1 schools received substantial support from school leaders and Solution Tree associates and were able to fully implement the program.

BLR Analysis #2 (2022)

In 2022, BLR analyzed ACT Aspire score data from students in Cohorts 1-3 schools in 2017 (the last year prior to program implementation for all Cohorts 1-3), 2019, and 2021 and students in Cohort 1 schools in 2017 and 2021. Cohort 4 was not analyzed because it has not been in the program long enough to compare achievement data. Arkansas students were not tested in 2019-20, due to COVID-19, and 2020-21 is the most recent year of data available.

Additionally, BLR analyzed performance among black and Hispanic students, as well as students receiving free and reduced-price lunches. These student populations and the 2019 school year data were included to be consistent with some of Education Northwest's achievement analyses.

Scores from students in PLC pilot schools were compared against students in non-PLC pilot schools.[35] It is important to note a few things about this analysis:
1. Non-PLC pilot schools may be implementing their own PLC program, either through Solution Tree separately or on their own. This is not accounted for in this analysis.
2. This analysis looks strictly at ACT Aspire test scores. It does not account for any school level data schools may be using to determine growth.
3. There was a change in English language arts (ELA) readiness benchmarks in 2017-18 that may impact drops in ELA scores.[36]
4. Generally, many other factors may also impact any changes in test scores in a school over time, including COVID-19.

BLR did not find any consistent trends to indicate a positive or negative impact of the PLC program using the ACT Aspire scores. Some growth among students from Cohort 1 schools occurred in math scores from 2017 to 2019 among all students, free and reduced-price lunch students, and Hispanic students. Otherwise, the remaining data showed decreases across all years and across all groups analyzed. Detailed results from that analysis are included in Appendix B. Of the 40 relationships analyzed

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[35] Non-PLC schools include all other schools not participating in the PLC Pilot Program as of 2020-21.
[36] DESE. Commissioner's Memo LS-18-108. (June 2018). https://adecm.ade.arkansas.gov/ViewApprovedMemo.aspx?Id=3662

between PLC pilot schools and non-PLC pilot schools, 24 were statistically significant, meaning for just under half of these relationships, there was no statistically significant relationship between PLC pilot schools and non-PLC pilot schools. No consistent trends emerged to suggest any patterns.

Inclusive Practices PLC Project

Beginning in the 2021 school year, DESE partnered with Solution Tree to expand the Professional Learning Community Pilot Program within select schools to focus on supporting students with disabilities and other groups of struggling learners to have meaningful access to core instruction and established systems of intervention. According to DESE[37], the purposes of the project include:

- Develop and expand the Professional Learning Communities at Work process within select schools.
- Create school sites that serve as working laboratories for the PLC at Work process, conducting action research and sharing best inclusive practices with other schools throughout Arkansas.
- Promote an intentional focus on inclusive practices to ensure that students who are IEP-eligible, as well as other groups of struggling learners, have meaningful access to core instruction.

The objectives of this program include:
- Create a Professional Learning Communities at Work culture within the school in order to promote continuous improvement.
- Increase levels of student achievement through teacher collaboration, a relentless focus on learning, and a results orientation for all students with an intentional focus on outcomes for students with disabilities.
- Increase the number of students with disabilities being educated in general education content classrooms.
- Increase access to core instruction (least restrictive environment) for all students.
- Increase academic performance as measured by district and state assessments.
- Increase knowledge of Innovative Service Delivery Models, including UDL and High-Leverage Practices to promote inclusion.

Intended outcomes following full implementation include:
- Increased levels of student achievement through teacher collaboration, a relentless focus on learning, and a results orientation for all students with an intentional focus on outcomes for students with disabilities.
- Increased academic performance as measured by district and state assessments.
- Increased collaboration between the district and the corresponding regional educational cooperative for sustainability of the project.

The schools shown below are the 2020-21 pilot schools. In partnership with an educational service cooperative, they will be matched with a certified PLC at Work associate from Solution Tree. The schools receive 12 days of onsite support and create action plans that focus on increasing student achievement through aligned curriculum, formative assessment practices, and proven instructional strategies.

[37] DESE. "Inclusive Practices PLC Project."
https://dese.ade.arkansas.gov/Files/Inclusive_Practices_Project_Overview_2022_20220228140057.pdf

2021 School Year Pilot Schools	
Angie Grant Elementary (Benton School District)	Prescott Elementary (Prescott School District)
Grace Hill Elementary (Rogers School District)	Raymond Orr Elementary (Fort Smith School District)

SURVEY RESULTS

The BLR administered adequacy study surveys of educators in Spring 2021. Teachers were asked multiple questions about the professional development they received and the usefulness of that professional development.

The following table shows that the top forms of PD teachers used include district-and school-provided PD, ArkansasIDEAS (ARIDEAS), and collaboration with other educators/staff.

Professional Development Used Occasionally or Most or All of the Time[38]

Ranking	Form of PD	Percentage of Teachers
1.	District-provided PD NOT using ARIDEAS	87%
2.	School-provided PD NOT using ARIDEAS	85%
3.	ARIDEAS	83%
4.	Collaboration with other educators/ staff	78%
5.	PD provided by educational cooperatives	56%
6.	Conferences or workshops	50%
7.	College graduate level courses	18%

The following table shows the percentage of responding teachers who rated each form of PD as very useful or essential. Collaboration had the largest percentage of teachers (88%), followed by conferences and workshops, and school- or district-provided PD. This table also shows that while some forms of PD may be used occasionally or most or all of the time (as noted above), teachers may not necessarily rate them as very useful or essential.

Professional Development Rated Very Useful or Essential[39]

Ranking	Form of PD	Percentage of Teachers
1.	Collaboration with other educators/ staff	88%
2.	Conferences or workshops	72%
3.	School-provided PD NOT using ARK IDEAS	62%
4.	District-provided PD NOT using ARK IDEAS	57%
5.	PD provided by educational cooperatives	56%
6.	College graduate level courses	55%
7.	AR IDEAS	48%

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[38] See Teacher Survey Responses, Question 41.
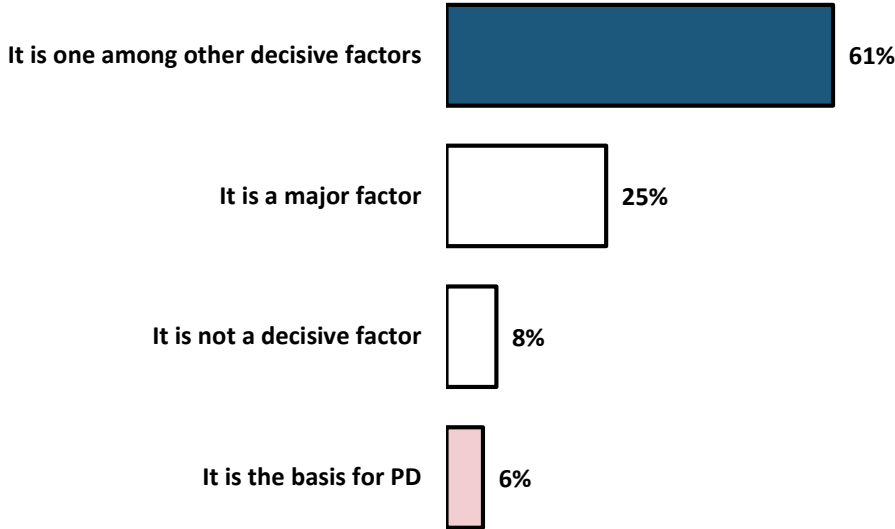[39] See Teacher Survey Responses, Question 42.

Throughout the BLR's teacher survey, some teachers added comments about professional development, both positive and negative. Positive comments focused on the benefits of collaboration with and without professional learning communities (PLCs). Other commenters noted the benefit of classroom experience in general, with some saying that there was not enough of that in their educator preparation. The majority of the negative comments about professional development centered on professional development needs not being met, either because teachers did not have a say in their professional development courses or because not enough of the professional development addressed their specific needs. A few noted logistical issues, such as course time demands, travel time, individual costs, and loss of planning time (especially from teachers stating that PLC meetings impacted that).

On their BLR adequacy study survey, principals also noted that professional development was an additional teacher retention tool.

The second half of this report will discuss teacher evaluations in more detail, but Arkansas's teacher evaluation system includes a professional growth plan (PGP) that identifies professional growth outcomes to advance the teacher's professional skills and clearly links personalized, competency-based professional learning opportunities to the professional growth outcomes.[40] In its survey of principals, BLR asked about the influence of teacher evaluations on individual teachers' PD activities. For 61% of principals, teacher evaluations are considered one among other decisive factors. About 6% of principals noted that the evaluations are the basis for PD.

To what extent do teacher evaluations determine an individual teacher's professional development (PD) activities (exclude all mandatory PD)? [41]

It is one among other decisive factors	61%
It is a major factor	25%
It is not a decisive factor	8%
It is the basis for PD	6%

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[40] A.C.A. § 6-17-2806(b)(1).
[41] See Principal Survey Responses, Question 28

Teacher Evaluations

BEST PRACTICES

The ECS notes that an effective teacher evaluation system typically serves two distinct purposes: [42]

- **Accountability**: Monitor teacher performance and ensure they are following established standards and teaching practices.
- **Development**: Formative tool to enhance teachers' skills…create a feedback loop that provides ongoing and actionable feedback based on observations during the evaluation, identify areas for growth and link results to targeted development activities.

Teacher evaluation systems can also serve as teacher retention tools. The ECS provides several policy considerations for this use:

1. Provide teachers with "frequent and regular feedback" and ensure teacher evaluations are part of an ongoing "feedback loop" between teachers and school leadership rather than administering a one-time assessment at the year's end.
2. Evaluate all teachers regularly, regardless of their experience or skill level.
3. Use evaluation results to target professional development to teachers' needs, both individually and collectively.
4. Provide both evaluators and those being evaluated with substantive, meaningful training on evaluation tools and processes.
5. Include teachers in the development of goals, monitoring of improvements, and celebrations of successes.
6. Provide teachers opportunities to put what they have gained through professional development into practice.

NATIONAL TRENDS

The way teachers are evaluated in other states varies widely. The National Council on Teacher Quality (NCTQ), a not-for-profit education research and policy organization centered on teacher effectiveness, compiled data on how states evaluate teachers. Results are shown in the tables for the BLR's pre-determined top-performing states on the National Assessment of Education Progress (NAEP), for the top NAEP performing states within the Southern Regional Education Board, and for Arkansas and its contiguous states.

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[42] https://www.ecs.org/wp-content/uploads/Mitigating-Teacher-Shortages-Evaluation-and-Feedback.pdf

Teacher Evaluation System Structure

Teacher evaluations systems range from being completely determined at the state level to being completely determined at the school or district level, as shown in the following tables.

Top NAEP States

State	Teacher Evaluation System Structure
Massachusetts	District or locally designed evaluations based on state-provided guidelines or criteria
New Jersey	District or locally designed evaluations based on state-provided guidelines; State approval needed
New Hampshire	Evaluation policy determined at district level
Minnesota	District or locally designed meeting state criteria or approved by the state or use state evaluation model
Wyoming	District or locally designed evaluations based on state-provided guidelines; State approval needed
Virginia	District or locally designed evaluations based on state-provided guidelines or criteria
Vermont	District or locally designed; Little guidance from state
Indiana	District or locally designed evaluations based on state-provided guidelines or criteria
Connecticut	District or locally designed meeting state criteria or approved by the state or use state evaluation model
Utah	District or locally designed evaluations based on state-provided guidelines or criteria

Top SREB States

Top SREB States	Teacher Evaluation System Structure
Virginia	District or locally designed evaluations based on state-provided guidelines or criteria
Florida	District or locally designed evaluations based on state-provided guidelines; State approval needed
Maryland	District or locally designed evaluations based on state-provided guidelines; State approval needed
North Carolina	Single statewide system
Kentucky	District or locally designed evaluations based on state-provided guidelines or criteria
Georgia	Single statewide system
Tennessee	District or locally designed meeting state criteria or approved by the state or use state evaluation model
Texas	District or locally designed meeting state criteria or approved by the state or use state evaluation model

Contiguous States and Arkansas

State	Teacher Evaluation System Structure
Missouri	District or locally designed meeting state criteria or approved by the state or use state evaluation model
Tennessee	District or locally designed meeting state criteria or approved by the state or use state evaluation model
Texas	District or locally designed meeting state criteria or approved by the state or use state evaluation model
Oklahoma	Single statewide system
Arkansas	Districts must implement evaluation systems using a state-determined blueprint or guidelines
Mississippi	Single statewide system
Louisiana	Single statewide system

A common element of teacher evaluations includes the use of student growth data. It is either used in varying levels to determine a teacher's overall rating or is not required at all. The following tables show how comparison states are using student growth data in teacher evaluations.

Top NAEP States

State	Use of student growth data in teacher evaluation
Massachusetts	Unspecified amount of total evaluation score
New Jersey	Less than 50% of total evaluation score
New Hampshire	Student Growth Measures not required
Minnesota	Less than 50% of total evaluation score
Wyoming	Student Growth Measures not required
Virginia	Less than 50% of total evaluation score
Vermont	Student Growth Measures not required
Indiana	Unspecified amount of total evaluation score
Connecticut	Less than 50% of total evaluation score
Utah	Unspecified amount of total evaluation score

Top SREB States

State	Use of student growth data in teacher evaluation
Virginia	Less than 50% of total evaluation score
Florida	Less than 50% of total evaluation score
Maryland	Unspecified amount of total evaluation score
North Carolina	Student Growth Measures not required
Kentucky	Student Growth Measures not required
Georgia	Less than 50% of total evaluation score
Tennessee	Less than 50% of total evaluation score
Texas	Unspecified amount of total evaluation score

Contiguous States and Arkansas

State	Use of student growth data in teacher evaluation
Missouri	Unspecified amount of total evaluation score
Tennessee	Less than 50% of total evaluation score
Texas	Unspecified amount of total evaluation score
Oklahoma	Student Growth Measures not required
Arkansas	Student Growth Measures not required
Mississippi	Unspecified amount of total evaluation score
Louisiana	Account for 50% of evaluation score

Arkansas uses the Teacher Excellence and Support System (TESS) to evaluate teachers.[43] Public schools are required to conduct a summative evaluation for each teacher that is not a novice[44] at least one time every four years.[45] Districts and schools can choose to conduct the summative evaluations more frequently. The evaluation framework used shall include, without limitation, the following:[46]

1. The following four teacher evaluation domains. These domains come from Charlotte Danielson's *Framework for Teaching,* which was the basis for TESS. More details on these domains are shown in Appendix C.
   a. Planning and preparation;
   b. Classroom environment;
   c. Instruction; and
   d. Professional responsibilities
2. An evaluation rubric using nationally accepted components that consists of at least four performance ratings. Under TESS, these ratings are distinguished, proficient, basic, or unsatisfactory.

   The summative evaluation shall:
   - Result in a written evaluation determination for the teacher's performance on all evaluation domains as a whole. (Districts no longer have to provide a rating for each individual domain);
   - Use the evaluation framework and evaluation rubric appropriate to the teacher's role;
   - Use multiple sources of evidence of the teacher's professional practice, including direct observation, indirect observation, artifacts, and data;
   - Include presentations of evidence chosen by the teacher, the evaluator, or both;
   - Provide an opportunity for the evaluator and teacher to discuss the evidence used in the evaluation; and
   - Provide feedback based on the evaluation rubric that the teacher can use to improve teaching skills and student learning.[47]

Evidence includes the following items[48]. Artifacts do not have to be used if observation or data is being used.
   - **Direct Observation**: The evaluator is physically present in the classroom during the implementation of instruction or using appropriate technology to observe a lesson;
   - **Indirect Observation:** The evaluator observing systems that operate because of a teacher's research, planning, and implementation inside or outside of the classroom, i.e. observing students forming a line in the hallway without their teacher present;
   - **Artifacts**: Materials that document the teacher's professional practice (e.g., peer observation, student feedback, or work done since the previous summative evaluation like National Board components); and
   - **Data**: Teacher performance data, student performance data, or overall school performance data. This can also include multiple measures of student growth, school quality, or student success.

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[43] *See* A.C.A. § 6-17-2801 et seq.
[44] *See* A.C.A. § 6-17-2803(8) (defining "novice teachers" as those with less than three years of teaching experience in a public school classroom).
[45] A.C.A. § 6-17-2805(a).
[46] A.C.A. § 6-17-2805(b).
[47] A.C.A. § 6-17-2805(c).
[48] A.C.A. § 6-17-2803.

Schools or districts can adopt additional policies that allow peer observations and student feedback to contribute to the summative rating. Schools and districts can also substitute for the whole or any part of the summative evaluation any part of a teacher's work completed for the certification or renewal of a certification from the National Board for Professional Teaching Standards.[49]

An evaluator can place a teacher in intensive support status if the teacher receives low performance ratings on a summative evaluation as evidenced by:
- Not continuously improving professional practice;
- Not demonstrating commitment to students, the school, and the profession;
- Failing to demonstrate growth or progress in professional practice after receiving targeted feedback and support; or
- Not advancing student growth or progress as demonstrated on local and state measures.[50]

If a teacher is placed in intensive support status, the evaluator will work with the teacher to develop clear goals and tasks to support the teacher's progress and provide ongoing support to the teacher. When placed in intensive support status, an Intensive Professional Growth Plan will be written with goals and a timeline for the work. The evaluator sets a time period long enough to complete these goals but not any longer than two consecutive semesters unless the teacher shows significant progress and agrees in writing for the evaluator to continue. If the intensive support status is given due to student performance, the district will support the teacher's use of formative assessments to measure student progress. At the end of the period, the evaluator will determine if the teacher met the goals and completed the tasks. The evaluator will then provide written notice to the teacher about whether he/she failed or will be removed from the status. If the teacher failed, the superintendent, after reviewing and approving the evaluator's documentation, may recommend termination or nonrenewal of the teacher's contract.

A school or district that previously was approved to use a nationally recognized system of teacher evaluation and support that is substantially like TESS may continue to use that system.[51] This waiver is provided through the office of Educator Effectiveness, not the Arkansas State Board of Education (SBOE). According to DESE, schools or districts that apply for this waiver must provide certain information to DESE.[52] This includes details on the type of system they will be using and how it relates to TESS's rubric and components. That school or district had to also agree to report their annual ratings to DESE. Originally, seven districts or charters applied for this waiver. Only two remain in the 2021 school year: Cross County School District and KIPP Delta Collegiate Charter.

Additionally, other districts or charter schools can seek approval from the SBOE to opt out of using TESS and utilize a "locally adopted system for support, development, and appraisal of teacher performance as part of a system of educator effectiveness that meets federal and state requirements."[53] In the 2021 school year, three charter schools had this waiver: LISA Academy, Arkansas Arts Academy, and the Excel Charter. However, DESE noted that these charters do not work with the Educator Effectiveness and Licensure Division so it is likely that they may still use the TESS system.

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[49] A.C.A. § 6-17-2805(c)(3)(C).
[50] A.C.A. § 6-17-2807(a).
[51] A.C.A. § 6-17-2808(a)(3).
[52] Email from Becky Gibson, DESE from April 4, 2020.
[53] DESE. "Rules Governing Educator Support and Development." Dec. 2017.

As part of the TESS process, each teacher will work with the evaluator to create a professional growth plan for themselves. If the teacher and evaluator disagree on the plan, the evaluator makes the final decision. The plan is designed to identify professional growth outcomes to improve professional skills and is a living document that continually focuses on the learning of the teacher. It also links "personalized, competency-based professional learning opportunities to growth outcomes of an individual teacher."[54] The professional growth plan may include, but is not limited to, teacher collaboration, self-directed research, and approved micro-credentialing.

In the years any teacher is not being evaluated (formative years), districts provide these teachers with ongoing support for targeted, personalized learning that is aligned with the professional growth plan.[55] This support is designed to provide timely feedback on the teaching process and engage teachers in a collaborative and supportive process.[56] It is also designed to help teachers use evidence-based assessment methods and the evaluation framework to keep informed about student progress and to better adapt to teaching practices. While novice teachers do not receive a summative evaluation rating, they continue to receive feedback from their evaluators, support, and mentorship. The district or charter school is responsible for providing mentoring that provides training and support to increase teacher retention, establish norms of professionalism, and improve student achievement by increasing teacher performance.

TEACHER RATINGS

The requirement to report TESS scores for the 2021 school year was waived due to COVID-19, so scores from 2019-20 are the most recent available. Of the 1,038 total schools in 2020, 20% did not report any TESS ratings. Of the remaining schools, only 11 reported having teachers considered ineffective.

	2020
Total Number of Schools	1,038
Number of Blanks/N/A	206
% No Ratings Reported	20%

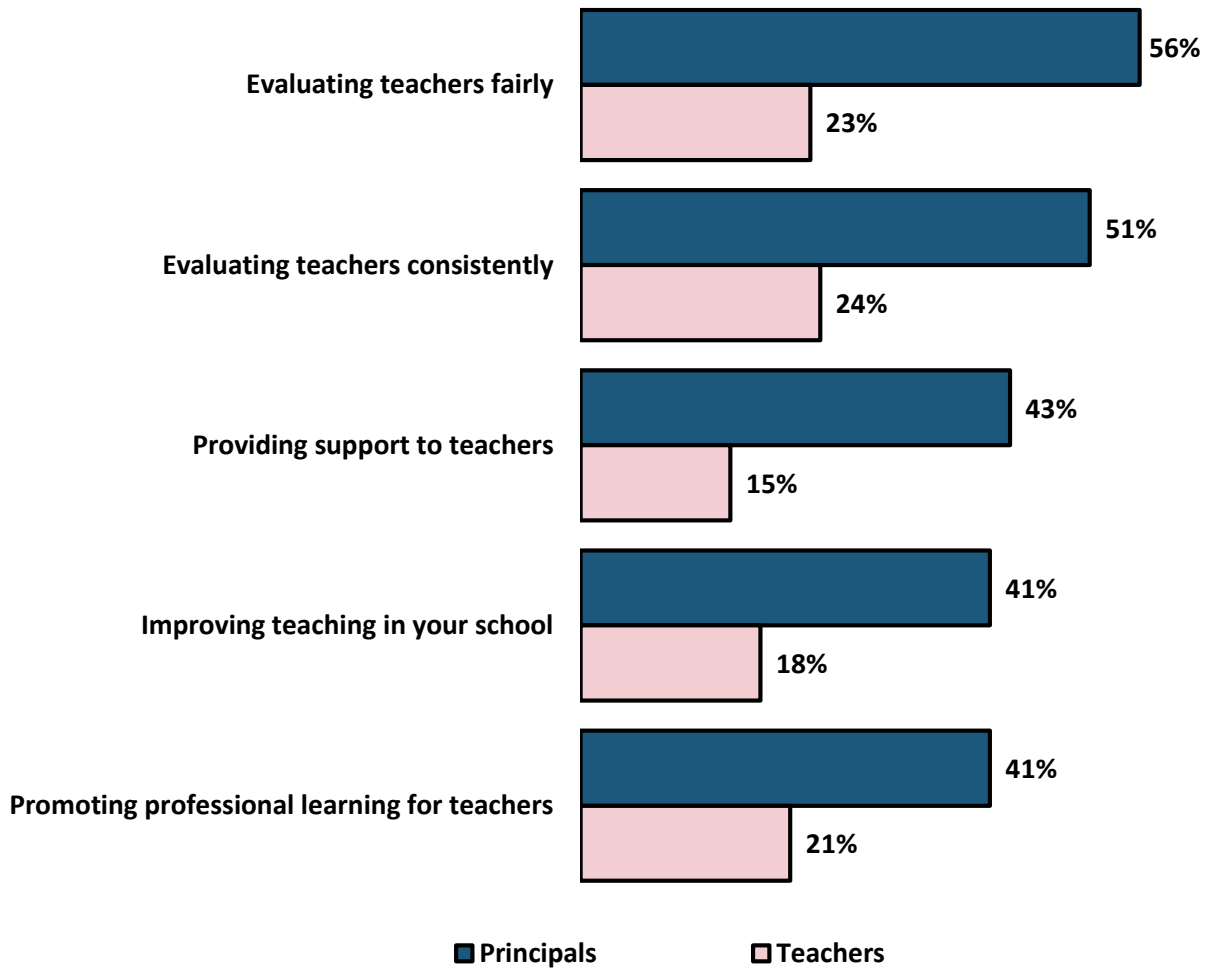|	
Number of Schools with Ineffective Teachers	11
% of Schools with Ineffective Teachers	1%
Average % of Ineffective Teachers*	12%

Note: Average is taken just from the 11 schools that included an ineffective teacher.

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[54] A.C.A. § 6-17-2806(b)(1)(B).
[55] A.C.A. § 6-17-2806(a).
[56] Arkansas Department of Education "Rules Governing Educator Support and Development" (Dec. 2017), Rule 6.10.3.

SURVEYS

The following graph shows the percentage of teachers and principals who considered TESS to be very useful or essential at accomplishing the following goals[57]: evaluating teachers fairly, evaluating teachers consistently, providing support to teachers, improving teaching, and promoting professional learning for teachers. The graph shows a gap between principals' and teachers' perceptions of the program. Less than a quarter of teachers considered TESS very useful or effective for reaching the goals compared to almost half of principals.

Usefulness of TESS

Evaluating teachers fairly
Principals: 56%
Teachers: 23%

Evaluating teachers consistently
Principals: 51%
Teachers: 24%

Providing support to teachers
Principals: 43%
Teachers: 15%

Improving teaching in your school
Principals: 41%
Teachers: 18%

Promoting professional learning for teachers
Principals: 41%
Teachers: 21%

■ Principals   □ Teachers

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[57] See Teacher Survey Responses, Question 38 and Principal Survey Responses, Question 29.

The next graph shows the percentage of principals and teachers who agreed or strongly agreed with several statements about TESS, which come from past survey comments by both principals and teachers. This graph also shows gaps between principals' and teachers' perceptions of the program.[58]

Agreement on TESS Statements

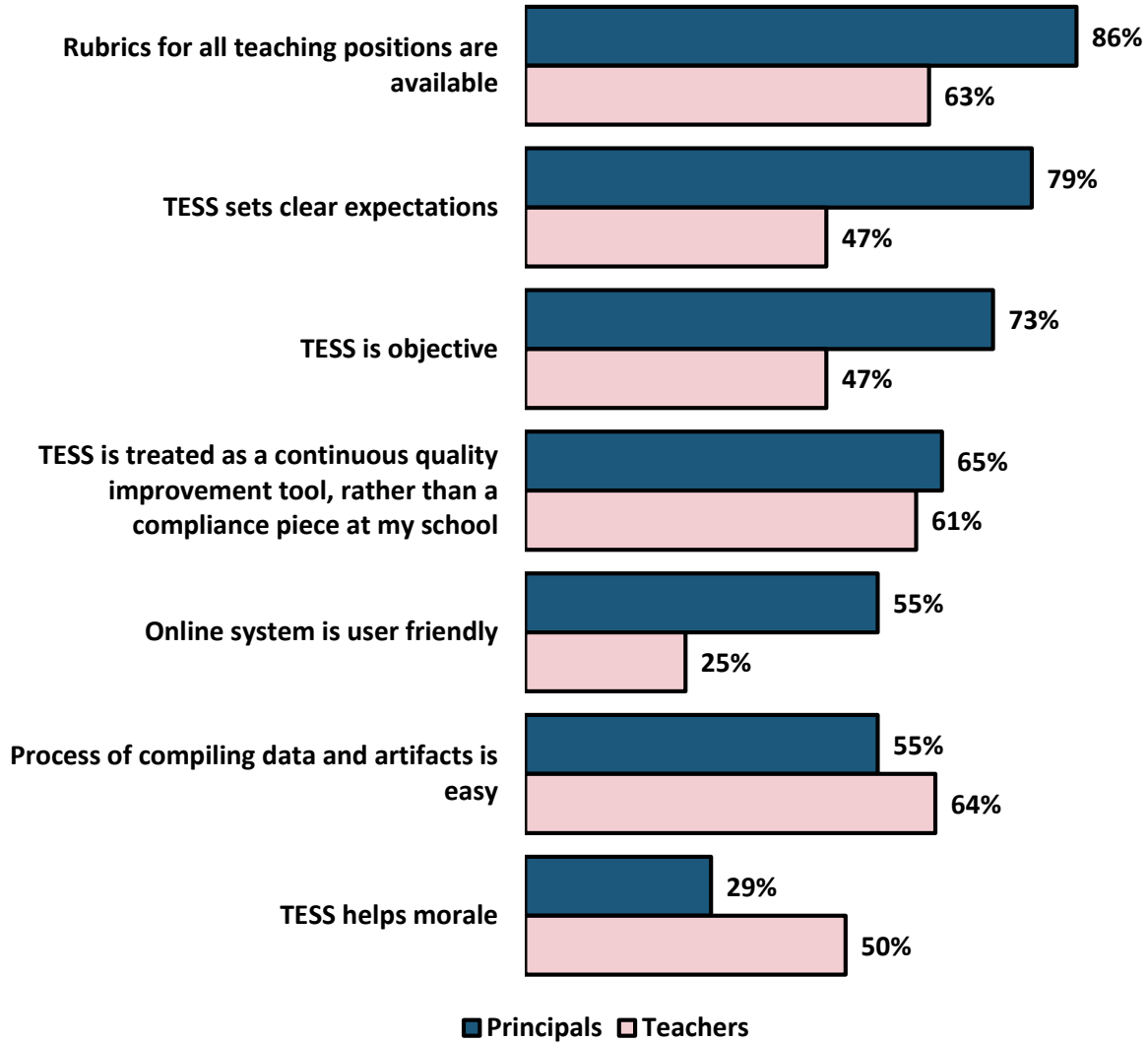| Statement	Principals	Teachers
Rubrics for all teaching positions are available	86%	63%
TESS sets clear expectations	79%	47%
TESS is objective	73%	47%
TESS is treated as a continuous quality improvement tool, rather than a compliance piece at my school	65%	61%
Online system is user friendly	55%	25%
Process of compiling data and artifacts is easy	55%	64%
TESS helps morale	29%	50%

■ Principals □ Teachers
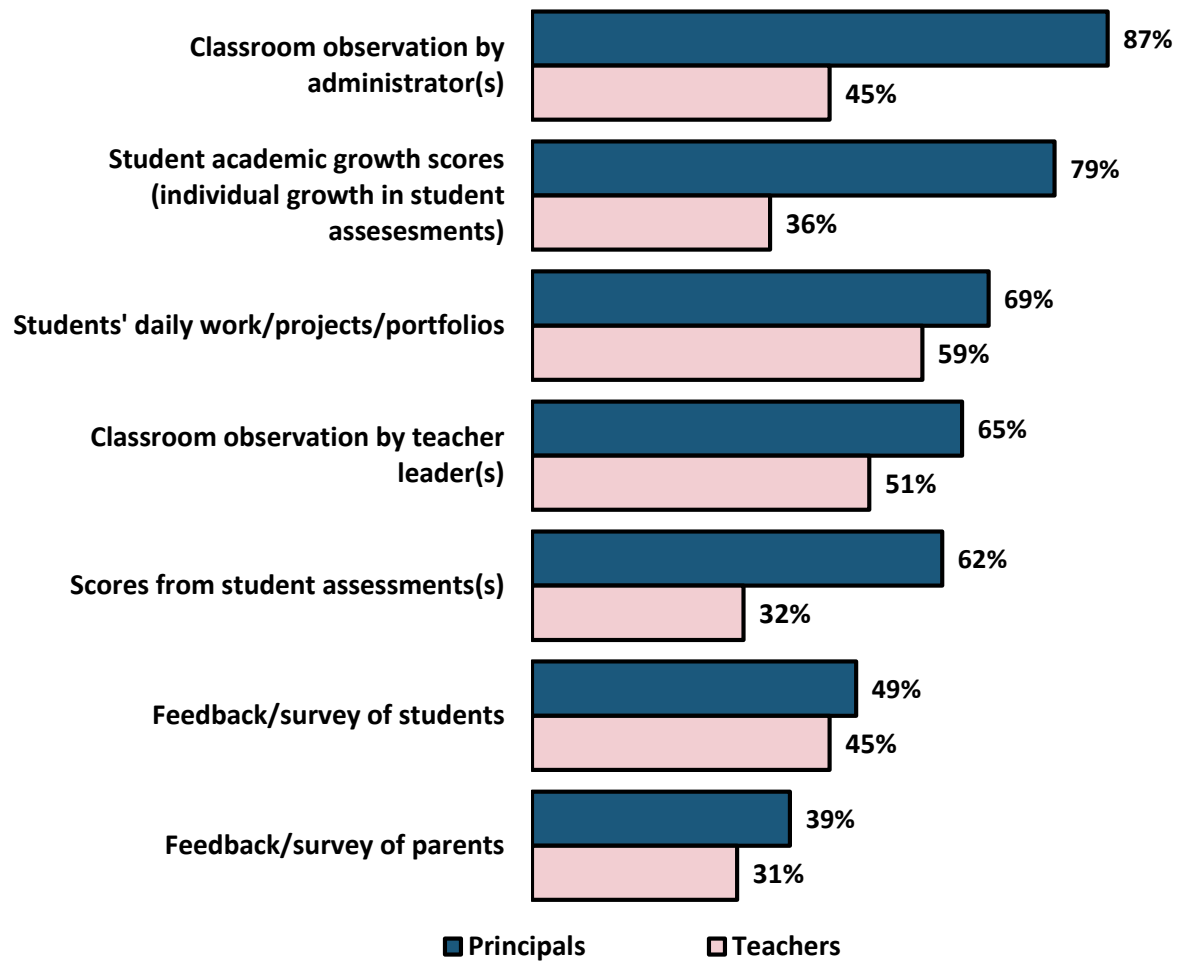
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[58] See Teacher Survey Responses, Question 39 and Principal Survey Responses, Question 30.

The next graph shows the percentage of principals and teachers who consider the following methods as very useful or essential for evaluating teachers' effectiveness.[59] Out of the options provided, the largest group of responding teachers (59%) rated students' daily work/projects/portfolios as very useful or essential methods of evaluating teachers' effectiveness, whereas the largest percentage of principals (87%) considered classroom observations by administrators very useful or essential. The biggest gap between teachers and principals involved the use of student academic growth scores (individual growth in student assessments). About 79% of principals considered these very useful or essential methods of evaluating teachers' effectiveness, compared to 36% of teachers who considered these very useful.

Usefulness in Evaluating Teachers' Effectiveness

Classroom observation by administrator(s)
- Principals: 87%
- Teachers: 45%

Student academic growth scores (individual growth in student assessments)
- Principals: 79%
- Teachers: 36%

Students' daily work/projects/portfolios
- Principals: 69%
- Teachers: 59%

Classroom observation by teacher leader(s)
- Principals: 65%
- Teachers: 51%

Scores from student assessments(s)
- Principals: 62%
- Teachers: 32%

Feedback/survey of students
- Principals: 49%
- Teachers: 45%

Feedback/survey of parents
- Principals: 39%
- Teachers: 31%

■ Principals   □ Teachers

Throughout the teacher survey, several teachers added complaints regarding TESS. Generally, teachers commented about how stressful TESS was, either because of the amount of work it required or because it was too subjective. Other teachers commented that it simply was not effective as an evaluation tool.

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[59] See Teacher Survey Responses, Question 40 and Principal Survey Responses, Question 27.

2021 Legislation

Community Schools
ACT 744 (SB291) allows the Division of Elementary and Secondary Education to provide professional development programs that teach the skills required for managing community schools and expanded learning time, planning and implementing services and strategies in collaboration with communities, and blending and braiding funding to support community schools. The act also allows the charter authorizer to designate a public charter school as a community school. The act declares an emergency and is effective on and after April 19, 2021.

Health Services Program - School Nurses - Professional Development
ACT 1089 (HB1826) requires each public school district to provide a health services program under the direction of a licensed registered nurse and requires at least one (1) licensed registered nurse employed or contracted by each public school district to participate annually in professional development related to Arkansas school nursing mandates and practices beginning with the 2021-2022 school year.

School Counseling – Training
ACT 620 and ACT 648 (HB1549 and SB394) provide that by September 1, 2024, and every four (4) years following, a school counselor shall receive Youth Mental Health First Aid training to learn the risk factors and warning signs of mental health issues in adolescents, the importance of early intervention, and how to help an adolescent who is in crisis or expecting a mental health challenge.

School Resource Officers - Memorandum of Understanding - Training Requirements
ACT 551 and ACT 622 (SB407 and HB1510) require a school district board of directors that accepts a school resource officer to enter into a memorandum of understanding with the local law enforcement agency with jurisdiction or, if the school district has an institutional law enforcement officer, to adopt policies and procedures that govern the school resource officer. The act also requires certain training for school resource officers and public school district superintendents and principals who accept a school resource officer or employ an institutional officer.

Student Restraints - Development of Policies and Procedures – Training
ACT 1084 (HB1610) addresses the proper uses of student restraints, including devices, medications, or personal restrictions that restrict students' free movements in public schools or educational settings; and requires each public school district to adopt policies and procedures that are consistent with the act, review the Department of Education Special Education and Related Services Guidelines, § 20.00 Time-Out Seclusion Room, and provide its school personnel with the training, tools, and support needed to ensure the safety of all students and school personnel, in particular with respect to student discipline.

Bus Driver - Qualification and Certification
ACT 126 (HB1103) prohibits a person who has been convicted within the past three (3) years of operating a motor vehicle while under the influence of intoxicating liquor or drugs from being permitted or employed to operate a school bus. The act also requires the Division of Public School Academic Facilities and Transportation to certify an applicant who has completed and documented the required training as a school bus driver for a one-year period, which may be renewed annually.

Network of Certified Academic Language Therapists – Creation
ACT 1016 (HB1891) requires the Division of Elementary and Secondary Education to create a network of Certified Academic Language Therapists to support public schools for the purpose of providing a specialized dyslexia instructional program designed to provide therapy to students with dyslexia or other related reading and written-language difficulties and requires the division to establish and coordinate a dyslexia therapy training program for educators.

Appendix A: Professional Learning Communities Participating Schools and Districts

Cohort 1 (2017-18 – 2019-20)	
Ballman Elementary (Fort Smith SD)	Monticello Middle (Monticello SD)
Bragg Elementary (West Memphis SD)	Morrilton Intermediate (So. Conway Co. SD)
Douglas MacArthur Junior High (Jonesboro SD)	Spradling Elem. (Fort Smith SD)
Eastside Elementary (Greenbrier SD)	Prescott School District
Frank Mitchell Intermediate (Vilonia SD)	Rogers High (Rogers SD)

Cohort 2 (2018-19 – 2020-21)	
Blytheville Primary (Blytheville SD)	Murrell Taylor Elementary (Jacksonville SD)
East Pointe Elementary (Greenwood SD)	Oaklawn Visual & Performing Arts Mag.(Hot Springs SD)
Greer Lingle Middle (Rogers SD)	Rivercrest Elementary (Rivercrest SD)
Gurdon School District	Quitman School District
Hamburg High (Hamburg SD)	Howard Perrin Elementary (Benton SD)

Cohort 3 (2019-20 – 2021-22)	
Buffalo Island Central School District	Lakeside High School (Lakeside SD–Garland Co.)
Camden Fairview Interm. (Camden Fairview SD)	Mabelvale Elementary (Little Rock SD)
Darby Junior High (Fort Smith SD)	Mills University Studies High (Pulaski County Special SD)
Eureka Springs Elementary (Eureka Springs SD)	Park Avenue Elementary (Stuttgart SD)
Harrisburg Middle (Harrisburg SD)	Pinewood Elementary (Jacksonville SD)
Lake Hamilton Interm. (Lake Hamilton SD)	Wonderview Elementary (Wonderview SD)

Cohort 4 (2020-21 – 2023-24)	
Bayyari Elementary (Springdale SD)	Lake Hamilton Jr. High (Lake Hamilton SD)
Camden Fairview High (Camden Fairview SD)	Northside High (Fort Smith SD)
Centerpoint School District	Rivercrest High (Rivercrest SD)
Clinton Elem. & Clinton Junior High (Clinton SD)	Valley Springs Elem. (Valley Springs SD)
Crossett High School (Crossett SD)	Watson Elementary (Little Rock SD)
Hot Springs Junior Acad. (Hot Springs SD)	

Cohort 5 (2021-22 – 2024-25)	
Arkansas High (Texarkana SD)	Magazine School District
Booker Arts Magnet Elem. (Little Rock SD)	Meekins Middle (Stuttgart SD)
Camden Fairview Middle (Camden Fairview SD)	Oaklawn STEM Magnet (Hot Springs SD)
Glenview Elem. (North Little Rock SD)	Parson Hills Elementary (Springdale SD)
Hellstern Middle (Springdale SD)	Searcy County School District
Howard Elem. (Fort Smith SD)	University Heights Elem. (Nettleton SD)
Lake Hamilton Mid. (Lake Hamilton SD)	Washington Elem. (Little Rock SD)
Leverett Elem (Fayetteville SD)	

Appendix B: BLR PLC Analysis #2 (2022)

The green indicates an increase in the percentage of students scoring ready or exceeding in the respective years, pink indicates decreases, and the red indicates the largest decreases. Values of .05 or less are considered statistically significant.

All Students – Cohort 1 Schools

Math					
	2017	**2019**	**2021**	**BLR 2017-2019 Gap**	**BLR 2017-2021 Gap**
PLC % Ready or Exceeding	47.2%	47.7%	33.8%	0.5	-13.4
Non-PLC % Ready or Exceeding	47.0%	46.9%	36.4%	-0.1	-10.6
Statistical Significance	None	None	.000		
ELA					
	2017	**2019**	**2021**	**BLR 2017-2019 Gap**	**BLR 2017-2021 Gap**
PLC % Ready or Exceeding	52.1%	43.2%	35.5%	-8.9	-16.6
Non-PLC % Ready or Exceeding	52.5%	43.9%	37.0%	-8.6	-15.5
Statistical Significance	None	None	.026		

All Students – Cohort 1-3 Schools

Math		
	2017	**2021**	**BLR 2017-2021 Gap**
PLC % Ready or Exceeding	47.7%	32.9%	-14.8
Non-PLC % Ready or Exceeding	47.0%	36.5%	-10.5
Statistical Significance	None	.000	
ELA		
	2017	**2021**	**BLR 2017-2021 Gap**
PLC % Ready or Exceeding	50.8%	34.4%	-16.4
Non-PLC % Ready or Exceeding	52.6%	37.1%	-15.5
Statistical Significance	.000	.000	

Free or Reduced Price Lunch Students – Cohort 1 Schools

Math					
	2017	**2019**	**2021**	**BLR 2017-2019 Gap**	**BLR 2017-2021 Gap**
PLC % Ready or Exceeding	41.6%	43.0%	27.7%	+1.4	-13.9
Non-PLC % Ready or Exceeding	38.4%	37.4%	27.1%	-1.0	-11.3
Statistical Significance	.000	.000	None		
ELA					
	2017	**2019**	**2021**	**BLR 2017-2019 Gap**	**BLR 2017-2021 Gap**
PLC % Ready or Exceeding	44.9%	35.9%	27.1%	-9.0	-17.8
Non-PLC % Ready or Exceeding	42.5%	33.5%	27.4%	-9.0	-15.1
Statistical Significance	.005	.003	None		

Free or Reduced Price Lunch Students – Cohort 1-3 Schools

Math			
	2017	**2021**	**BLR 2017-2021 Gap**
PLC % Ready or Exceeding	41.9%	26.0%	-15.9
Non-PLC % Ready or Exceeding	38.3%	27.1%	-11.2
Statistical Significance	.000	.026	
ELA			
	2017	**2021**	**BLR 2017-2021 Gap**
PLC % Ready or Exceeding	43.1%	26.0%	-17.2
Non-PLC % Ready or Exceeding	42.6%	27.4%	-15.2
Statistical Significance	None	.002	

Black Students – Cohort 1 Schools

Math					
	2017	**2019**	**2021**	**BLR 2017-2019 Gap**	**BLR 2017-2021 Gap**
PLC % Ready or Exceeding	32.3%	32.0%	15.1%	-0.3	-17.2
Non-PLC % Ready or Exceeding	25.6%	24.1%	13.9%	-1.5	-11.7
Statistical Significance	.000	.000	None		
ELA					
	2017	**2019**	**2021**	**BLR 2017-2019 Gap**	**BLR 2017-2021 Gap**
PLC % Ready or Exceeding	31.9%	25.6%	13.1%	-6.3	-18.8
Non-PLC % Ready or Exceeding	31.7%	22.3%	16.6%	-9.4	-15.1
Statistical Significance	None	.014	.002		

Black Students – Cohort 1-3 Schools

Math			
	2017	**2021**	**BLR 2017-2021 Gap**
PLC % Ready or Exceeding	29.6%	12.6%	-17.0
Non-PLC % Ready or Exceeding	25.5%	14.0%	-11.5
Statistical Significance	.000	None	
ELA			
	2017	**2021**	**BLR 2017-2021 Gap**
PLC % Ready or Exceeding	27.3%	11.2%	-16.1
Non-PLC % Ready or Exceeding	31.9%	16.8%	-15.1
Statistical Significance	.000	.000	

Hispanic Students – Cohort 1 Schools

Math					
	2017	**2019**	**2021**	**BLR 2017-2019 Gap**	**BLR 2017-2021 Gap**
PLC % Ready or Exceeding	30.1%	33.6%	25.2%	+3.5	-4.9
Non-PLC % Ready or Exceeding	43.3%	42.4%	31.1%	-0.9	-12.2
Statistical Significance	.000	.000	.000		
ELA					
PLC % Ready or Exceeding	44.9%	36.3%	30.6%	-8.6	-14.3
Non-PLC % Ready or Exceeding	46.9%	36.7%	30.4%	-10.2	-16.5
Statistical Significance	None	None	None		

Hispanic Students – Cohort 1-3 Schools

Math			
	2017	**2021**	**BLR 2017-2021 Gap**
PLC % Ready or Exceeding	36.6%	26.4%	-10.2
Non-PLC % Ready or Exceeding	43.4%	31.2%	-12.2
Statistical Significance	.000	.000	
ELA			
	2017	**2021**	**BLR 2017-2021 Gap**
PLC % Ready or Exceeding	47.6%	30.7%	-16.9
Non-PLC % Ready or Exceeding	46.9%	30.4%	-16.5
Statistical Significance	None	None	

Appendix C: Charlotte Danielson's Framework for Teaching

DOMAIN 1: Planning and Preparation	DOMAIN 2: The Classroom Environment
1a Demonstrating Knowledge of Content & Pedagogy • Content knowledge • Prerequisite relationships • Content pedagogy **1b Demonstrating Knowledge of Students** • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage **1c Setting Instructional Outcomes** • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners **1d Demonstrating Knowledge of Resources** • For classroom • To extend content knowledge • For students **1e Designing Coherent Instruction** • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure **1f Designing Student Assessments** • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning	**2a Creating an Environment of Respect & Rapport** • Teacher interaction with students • Student interaction with students **2b Establishing a Culture for Learning** • Importance of content • Expectations for learning and achievement • Student pride in work **2c Managing Classroom Procedures** • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals **2d Managing Student Behavior** • Expectations • Monitoring behavior • Response to misbehavior **2e Organizing Physical Space** • Safety and accessibility • Arrangement of furniture and resources
DOMAIN 4: Professional Responsibilities	**DOMAIN 3: Instruction**
4a Reflecting on Teaching • Accuracy • Use in future teaching **4b Maintaining Accurate Records** • Student completion of assignments • Student progress in learning • Non-instructional records **4c Communicating with Families** • About instructional program • About individual students • Engagement of families in instructional program **4d Participating in a Professional Community** • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school **4e Growing and Developing Professionally** • Enhancement of content knowledge & pedagogical skill • Receptivity to feedback from colleagues • Service to the profession **4f Showing Professionalism** • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations	**3a Communicating with Students** • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language **3b Using Questioning and Discussion Techniques** • Quality of questions • Discussion techniques • Student participation **3c Engaging Students in Learning** • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing **3d Using Assessment in Instruction** • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring **3e Demonstrating Flexibility and Responsiveness** • Lesson adjustment • Response to students • Persistence