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Adequacy Report Requirements and Tracking Sheet

Adequacy study responsibilities A.C.A. §10-3-2102	Shall be accomplished by:	Report addressed
(1) Assess, evaluate, and monitor the entire spectrum of public education across the State of Arkansas to determine whether equal educational opportunity 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 compiling 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 Expectations
(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
	Reviewing fiscal and facilities distress programs	Accountability
(4) Evaluate the effectiveness of any program implemented by a school, a school district, an education service cooperative, the Dept. 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 1965 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 minimum teacher compensation salary schedule	Teacher Salary
(6) Review and continue to evaluate the costs of an adequate education for all students in the State of Arkansas, taking into account cost-of-living variances, diseconomies of scale, transportation variability, 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 isolated school funding	Expenditures
	Reviewing expenditures from National School Lunch state funding	Expenditures/ESA
	Reviewing expenditures from declining enrollment funding	Expenditures
	Reviewing expenditures from student growth funding	Expenditures
	Reviewing expenditures from special education funding	Expenditures/SPED
	Reviewing disparities in teacher salaries	Teacher Salary
(7) Review and continue to evaluate the amount of per-student expenditure 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	Funding/ Expenditures/ ALE/ELL/ESA/ SPED
(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 educational system, not on the amount of funding available, and make recommendations for funding for each biennium.	Using evidence-based research as the basis for recalibrating as necessary the state's system of funding public education	ALL
	Adjusting for the inflation or deflation of any appropriate component of the system of funding public education	Economic Indices
	Reviewing legislation enacted or rules promulgated during the biennium covered by the study to determine the impact of the legislation and rules on educational adequacy-related public school costs	ALL
	Reviewing any related topics identified for further study by the House Committee on Education and the Senate Committee on Education	Introduction/History/ Legal Overview/ Starting Slate/ Teacher Recruitment & Retention / PD/ Waivers/CTE/Equity

Subchapter 21 - Continuing Adequacy Evaluation Act of 2004

10-3-2001. Purpose and findings.

10-3-2102. Duties.

10-3-2103. Investigations.

10-3-2104. Report.

10-3-2101. Purpose and findings.

(a) The General Assembly recognizes that it is the responsibility of the State of Arkansas to:

    (1) Develop what constitutes an adequate education in Arkansas pursuant to the mandate of the Supreme Court and to conduct an adequacy study, which has been completed; and

    (2) Know how revenues of the State of Arkansas are being spent and whether true equality in educational opportunity is being achieved.

(b) The General Assembly also recognizes that no one (1) study can fully define what is an adequate, efficient, and equitable education.

(c) The General Assembly further recognizes that while the adequacy study performed in 2003 is an integral component toward satisfying the requirements imposed by the Supreme Court, the General Assembly has a continuing duty to assess what constitutes an adequate education in the State of Arkansas.

(d) Therefore, because the State of Arkansas has an absolute duty to provide the school children of the State of Arkansas with an adequate education, the General Assembly finds that ensuring that an adequate and equitable system of public education is available in the State of Arkansas shall be the ongoing priority for the State of Arkansas.

History Acts 2003 (2nd Ex. Sess.), No. 57, § 1.

10-3-2102. Duties.

(a) During each interim, the House Committee on Education and the Senate Committee on Education shall meet separately or jointly, as needed, to:

    (1) Assess, evaluate, and monitor the entire spectrum of public education across the State of Arkansas to determine whether equal educational opportunity for an adequate education is being substantially afforded to the school children of the State of Arkansas and recommend any necessary changes;

    (2) Review and continue to evaluate what constitutes an adequate education in the State of Arkansas and recommend any necessary changes;

    (3) Review and continue to evaluate the method of providing equality of educational opportunity of the State of Arkansas and recommend any necessary changes;

    (4) Evaluate the effectiveness of any program implemented by a school, a school district, an education service cooperative, the Division of Elementary and Secondary Education, or the State Board of Education and recommend necessary changes;

    (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;

    (6) Review and continue to evaluate the costs of an adequate education for all students in the State of Arkansas, taking into account cost-of-living variances, diseconomies of scale, transportation variability,

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;

(7) Review and continue to evaluate the amount of per-student expenditure 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; and

(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 educational system, not on the amount of funding available, and make recommendations for funding for each biennium.

(b) As a guidepost in conducting deliberations and reviews, the committees shall use the opinion of the Supreme Court in the matter of Lake View Sch. Dist. No. 25 v. Huckabee, 351 Ark. 31, 91 S.W.3d 472 (2002) , and other legal precedent.

(c) The Division of Elementary and Secondary Education, the Division of Career and Technical Education, and the Division of Higher Education shall provide the House Committee on Education and the Senate Committee on Education with assistance and information as requested by the House Committee on Education and the Senate Committee on Education.

(d) The Attorney General is requested to provide assistance to the House Committee on Education and the Senate Committee on Education as needed.

(e) Contingent upon the availability of funding, the House Committee on Education, the Senate Committee on Education, or both, may enter into an agreement with outside consultants or other experts as may be necessary to conduct the adequacy review as required under this section.

(f) The study for subdivisions (a)(1)-(4) of this section shall be accomplished by:

(1) Reviewing a report prepared by Arkansas Legislative Audit compiling all funding received by public schools for each program;

(2) Reviewing the Arkansas academic standards developed by the Division of Elementary and Secondary Education;

(3) Reviewing the Arkansas Educational Support and Accountability Act, § 6-15-2901 et seq.;

(4) Reviewing fiscal and facilities distress programs;

(5) Reviewing the state's standing under the Elementary and Secondary Education Act of 1965, Pub. L. No. 89-10, as reauthorized by the Every Student Succeeds Act, Pub. L. No. 114-95; and

(6) [Repealed.]

(7) Reviewing the specific programs identified for further study by the House Committee on Education and the Senate Committee on Education.

(g) (1) The study for subdivision (a)(5) of this section shall be accomplished by comparing the average teacher salary in Arkansas with surrounding states and Southern Regional Education Board member states, including without limitation:

(A) Comparing teacher salaries as adjusted by a cost of living index or a comparative wage index;
(B) Reviewing the minimum teacher compensation salary schedule; and
(C) Reviewing any related topics identified for further study by the House Committee on Education and the Senate Committee on Education.

(2) Depending on the availability of National Education Association data on teacher salaries in other states, the teacher salary comparison may be prepared as a supplement to the report after September 1.

(h) The study for subdivision (a)(6) of this section shall be accomplished by reviewing:

(1) Expenditures from:

(A) Isolated school funding;

      (B) National school lunch student funding;

      (C) Declining enrollment funding;

      (D) Student growth funding; and

      (E) Special education funding;

    (2) Disparities in teacher salaries; and

    (3) Any related topics identified for further study by the House Committee on Education and the Senate Committee on Education.

(i) The study for subdivision (a)(7) of this section shall be accomplished by:

    (1) Completing an expenditure analysis and resource allocation review each biennium; and

    (2) Reviewing any related topics identified for further study by the House Committee on Education and the Senate Committee on Education.

(j) The study for subdivision (a)(8) of this section shall be accomplished by:

    (1) Using evidence-based research as the basis for recalibrating as necessary the state's system of funding public education;

    (2) Adjusting for the inflation or deflation of any appropriate component of the system of funding public education every two (2) years;

    (3) Reviewing legislation enacted or rules promulgated during the biennium covered by the study to determine the impact of the legislation and rules on educational adequacy-related public school costs; and

    (4) Reviewing any related topics identified for further study by the House Committee on Education and the Senate Committee on Education.

History Acts 2003 (2nd Ex. Sess.), No. 57, § 1; 2005, No. 723, § 1; 2007, No. 1204, § 1; 2011, No. 725, § 1; 2015, No. 554, § 5; 2017, No. 936, § 55; 2019, No. 757, § 66; 2019, No. 910, §§ 2214216.

10-3-2103. Investigations.

(a) The House Committee on Education and the Senate Committee on Education shall have the authority to conduct investigations pertaining to the effectiveness of any and all education programs of:

    (1) Any school;

    (2) Any school district;

    (3) Any service cooperative;

    (4) Any institution;

    (5) The Division of Elementary and Secondary Education or its successors; or

    (6) The State Board of Education or any division under the board's authority.

(b) (1) In connection with any investigation, the House Committee on Education and the Senate Committee on Education shall have the right and the power to subpoena witnesses and to issue subpoena duces tecum, pursuant to § 10-2-307.

    (2) The chairs and the cochairs of the House Committee on Education and the Senate Committee on Education are authorized to administer oaths.

History Acts 2003 (2nd Ex. Sess.), No. 57, § 1; 2013, No. 1465, § 6; 2019, No. 910, § 2217.

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.

(d) (1) Before a fiscal session, the House Committee on Education and the Senate Committee on Education shall meet, jointly or separately as needed, to review the funding recommendations contained in the most recent report filed under this section.

(2) The House Committee on Education and the Senate Committee on Education, meeting jointly or separately as needed, also shall review any other matters identified by the House Committee on Education or the Senate Committee on Education that may affect the state's obligation to provide a substantially equal opportunity for an adequate education for all public school students.

(3) If the House Committee on Education and the Senate Committee on Education find that the recommendations in the most recent adequacy evaluation report filed under this section should be amended, the House Committee on Education and the Senate Committee on Education, jointly or separately, or both, shall advise in writing the President Pro Tempore of the Senate and the Speaker of the House of Representatives of their findings and amendments to the adequacy evaluation report:

(A) By November 1 of the calendar year before the beginning of a fiscal session that is held in a year in which the preferential primary election is held in May under § 7-7-203; and

(B) By March 1 of the calendar year before the beginning of a fiscal session that is held in a year in which the preferential primary election is held in March under § 7-7-203.

(e) The House Committee on Education or the Senate Committee on Education, separately or jointly, shall publish a draft of the report required under this section or any amendment or supplement to the report not less than fourteen (14) days before the report, amendment, or supplement is submitted to the President Pro Tempore of the Senate and the Speaker of the House of Representatives.

History Acts 2003 (2nd Ex. Sess.), No. 57, § 1; 2007, No. 1204, § 2; 2009, No. 199, § 1; 2011, No. 725, § 2; 2019, No. 545, § 7.

2022 ADEQUACY TENTATIVE SCHEDULE

Meeting Date	Topic
Jan. 3, 2022	Introduction to Adequacy Process / Legal Framework of Adequacy
Jan. 4, 2022	History of Adequacy and the Matrix / Starting Slate for 2022 Adequacy
Feb. 7, 2022	Funding for Adequacy
Feb. 8, 2022	Spending on Adequacy and Other Items
April 4, 2022	Funding Program for Public School Facilities
April 5, 2022	Teachers: Recruiting and Retention; Salaries; Professional Development
May 2, 2022	Education Programs: Learning Expectations / Career Technical Education
May 3, 2022	Education Programs: ALE, ESA, ELL, SPED; Waivers
June 6, 2022	Student Achievement
June 7, 2022	Audit/ State and Federal Accountability Programs
July 5, 2022	Equity Forecast / Final Report
July 6, 2022	Any Follow-up Items or Research / Begin Recommendations
Nov. 1 ,2022	**Final 2022 Educational Adequacy Report with recommendations due to President Pro Tempore, Speaker of the House and the Governor**

2022 ADEQUACY ACTION PLAN

	BLR Action Needed	Person/Dept. Responsible	Deadline	Completed	Committee Action Needed	By Whom	Deadline	Completed
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

STORY OF ADEQUACY

State and Local Education Funding

Matrix / Foundation Funds
(Adequacy)

ESA, ELL & ALE Categorical Funds
(Equity/Students)

Professional Development Funds
(Adequacy)

Supplemental Funds
SPED Catastrophic, Enh. Transportation, Salary Equalization, PLC

Declining / Growth / Isolated Funds
(Adequacy)

Facilities Funding
(Adequacy/Equity)

All School Districts & Charter Systems

Subset of Qualifying School Districts & Charter Systems

What It Buys (Inputs)

Stakeholders Views

- **Educators and Support Staff**
- **Curriculum and Instructional Materials**
- **Special Populations Focuses**
- **Facilities**

Waivers

What We Get (Outcomes)

Student Achievement/Achievement Gap

Federal/State Accountability

Equity Measures

What's Next

Economic Outlook

Adequacy Recommendations

Adequacy Funding Worksheet (Matrix)
April 1, 2021

Matrix	FY20	FY21	FY22	FY23		FY22 % Difference Over FY21	Total FY22 Cost Diff. Over FY21	FY23 % Difference Over FY22	Total FY23 Cost Diff. Over FY22
Matrix Calculations									
School Size	500	500	500	500					
K = 8% of students	40	40	40	40					
Grades 1-3 = 23% of students	115	115	115	115					
Grades 4-12 = 69% of students	345	345	345	345					
Staffing Ratios									
K P:T ratio = 20:1	2.0	2.0	2.0	2.0					
Grades 1-3 P:T ratio = 23:1	5.0	5.0	5.0	5.0					
Grades 4-12 P:T ratio = 25:1	13.8	13.8	13.8	13.8					
PAM = 20% of classroom	4.14	4.14	4.14	4.14					
Total Classroom Teachers	**24.94**	**24.94**	**24.94**	**24.94**					
Special Ed Teachers	2.9	2.9	2.9	2.9					
Instructional Facilitators	2.5	2.5	2.5	2.5					
Librarian / Media Specialist	0.85	0.85	0.85	0.85					
Guidance Counselor & Nurse	2.5	2.5	2.5	2.5					
Total Pupil Support Personnel	**8.75**	**8.75**	**8.75**	**8.75**					
SUBTOTAL	33.69	33.69	33.69	33.69					
Principal	1.0	1.0	1.0	1.0					
Secretary	1.0	1.0	1.0	1.0					
Total School-Level Personnel	**35.69**	**35.69**	**35.69**	**35.69**					
School-Level Salaries									
Teacher Salary + Benefits	67,127	68,470	70,010.6	71,585.8	>>>>>	2.25%		2.25%	
Per Student Matrix Expenditure	4,523.0	4,613.5	4,717.3	4,823.5	>>>>>	2.25%	$49,392,866	2.25%	$50,500,022
Principal Salary + Benefits	99,012	99,012	101,487.0	104,024.2	>>>>>	2.5%		2.5%	
Per Student Matrix Expenditure	198.1	198.1	203.1	208.0	>>>>>	2.5%	$2,378,945	2.4%	$2,354,370
School-level Secretary	40,855	40,855	41,876.4	42,923.3	>>>>>	2.5%		2.5%	
Per Student Matrix Expenditure	81.7	81.7	83.8	85.8	>>>>>	2.5%	$976,676	2.5%	$996,216
School-Level Salaries Per Student	**4,802.8**	**4,893.3**	**5,004.2**	**5,117.3**	>>>>>	**2.3%**	**$52,748,487**	**2.3%**	**$53,850,608**
School-Level Resources									
Technology	250.0	250.0	250.0	250.0	>>>>>	0.0%	$0	0.0%	$0
Instructional Materials	184.2	187.9	192.6	197.4	>>>>>	2.5%	$2,235,019	2.5%	$2,290,894
Extra Duty Funds	66.2	66.2	67.9	69.6	>>>>>	2.6%	$808,841	2.6%	$830,266
Supervisory Aides	50.0	50.0	51.3	52.6	>>>>>	2.6%	$618,526	2.6%	$634,607
Substitutes	71.8	71.8	73.6	75.4	>>>>>	2.5%	$856,420	2.5%	$878,954
School-Level Resources Per Student	**622.2**	**625.9**	**635.4**	**645.1**	>>>>>	**1.5%**	**$4,518,806**	**1.5%**	**$4,634,721**
Carry-Forward/District-Level Resources									
Operations & Maintenance	697.5	705.7	723.3	741.3	>>>>>	2.5%	$8,373,886	2.5%	$8,569,041
Central Office	438.8	438.8	447.6	456.5	>>>>>	2.0%	$4,175,524	2.0%	$4,259,035
Transportation	321.2	321.2	321.2	321.2	>>>>>	0.0%	$0	0.0%	$0
Carry-Forward Per Student	**1,457.5**	**1,465.7**	**1,492.1**	**1,519.0**	>>>>>	**1.8%**	**$12,549,411**	**1.8%**	**$12,828,076**
Foundation Per Pupil Expenditures	**6,883**	**6,985**	**7,131.6**	**7,281.5**					
Matrix Foundation per Student (rounded)	**6,883**	**6,985**	**7,132**	**7,282**	Total Foundation	**2.1%**	**$69,816,704**	**2.1%**	**$71,313,405**
Adjustment (retirement)	16	33	50	67	Adjustment	51.5%	$8,088,413	34.0%	$8,088,413
Total w/Adjustment	**6,899**	**7,018**	**7,182**	**7,349**	Total w/Adj.	**2.3%**	**$77,905,117**	**2.3%**	**$79,401,818**

Increase per ADM	FY20	FY21	FY22	FY23
$	118	119	164	167
%	1.74%	1.72%	2.33%	2.32%

Matrix Dollar and Percentage Increases by Year

Additional Funding

	FY20	FY21	FY22	FY23
Additional ESA	$5,300,000	$5,300,000	$5,300,000	$5,300,000
SPED Catastrophic	$13,020,000	$13,020,000	$13,500,000	$13,998,150
Transportation	$5,000,000	$5,000,000	$6,000,000	$7,200,000
Additional PD*	$12,500,000	$12,500,000	$14,500,000	$16,500,000
Teacher Salary Equalization			$25,000,000	$25,000,000

April 1, 2021, Governor's Letter #17 states amendment to SB158 Section 1 appropriation changing item (25) ENHANCED SALARY $15,000,000 TO (XX) TEACHER SALARY EQUALIZATION $25,000,000

Dollar and Percentage Increases by Year

	FY22 % Diff Over FY21	Total FY22 Cost Diff Over FY21	FY23 % Diff Over FY22	Total FY23 Cost Diff Over FY22
Additional ESA	0.0%	$0	0.0%	$0
SPED Catastrophic	3.7%	$480,000	3.7%	$498,150
Transportation	20.0%	$1,000,000	20.0%	$1,200,000
Additional PD*	16.0%	$2,000,000	13.8%	$2,000,000
Teacher Salary Equalization	-	$25,000,000	$0	$25,000,000

Total Increases	FY22	FY23
Matrix and Adjustment	$77,905,117	$79,401,818
Categoricals	$3,574,884	$3,622,705
Additional Funding	$28,480,000	$3,698,150
TOTAL	**$109,960,001**	**$86,722,673**

Total dollar estimates in this spreadsheet are based on the following student counts:

2019-20 ADM used for foundation funding	475,789
2018-19 ALE FTEs used for 2019-20 funding	6,184
2018-19 <70%FRPL students at each 2019-20 funding level	129,377
70-90% FRPL students	145,652
>90% FRPL students	8,333
2019-20 ELL students for 2019-20 funding	39,301

Categorical	FY20	FY21	FY22	FY23		FY22 %		FY23 %	
ELL	345	352	359.0	366.1	>>>>>	2.0%	$275,107	2.0%	$280,770
ALE	4,700	4,700	4,794.0	4,889.9	>>>>>	2.0%	$581,296	2.0%	$592,922
ESA <70%	526	526	532.1	538.3	>>>>>	1.16%	$789,200	1.16%	$798,561
70%-90%	1,051	1,051	1,063.2	1,075.5	>>>>>	1.16%	$1,776,954	1.16%	$1,796,344
>90%	1,576	1,576	1,594.3	1,612.8	>>>>>	1.16%	$152,327	1.16%	$154,108
PD	32.4	40.8	40.8	40.8	>>>>>	0.0%	$0	0.0%	$0
					Total Categoricals		$3,574,884		$3,622,705

Edited: 12-3-2021

Acronyms 2022

Acronyms	Name	Acronyms	Name
AACF	Arkansas Advocates for Children and Families	Arkansas IDEAS	Internet Delivered Education for Arkansas Schools
AAE	Association of American Educators	ARMAC	Arkansas Medicaid Administrative Claiming
AAEA	Arkansas Association of Educational Administrators	ASBA	Arkansas School Boards Association
AAGEA	Arkansas Association of Gifted Education Administrators	ASR	Annual Statistical Report
AASA	The School Superintendents Association	ATRS	Arkansas Teacher Retirement System
ABC	Arkansas Better Chance	BA	Bachelor
ACSIP	Arkansas Comprehensive School Improvement Process	B-K	Birth through Kindergarten
		BLR	Bureau of Legislative Research
ACTAAP	Arkansas Comprehensive Testing, Assessment, & Accountability Program	CEIS	Coordinated Early Intervening Services
		CEP	Community Eligibility Provision
ADE	Arkansas Dept. of Education	CGR	College-going rate
ADE–CPSAFT	Commission for Public School Academic Facilities and Transportation	CHMS	Child Health Management Services
ADE–DESE	Division of Elementary & Secondary Education fka: ADE	CMMS-School Dude	Computerized Maintenance Management System
ADE–DHE/ADHE	Division of Higher Education fka: Ark. Dept. of Higher Education	COLA	Cost of Living Adjustment
		CPI-U	Consumer Price Index-All Urban Consumers
ADE–DPSAFT	Division of Public School Academic Facilities and Transportation	CPTED	Crime Prevention Through Environmental Design
ADM	Average Daily Membership	CTE	Career and Technical Education
AEA	Arkansas Education Association	CWIFT	Comparable Wage Index for Teachers
AESAA	Arkansas Education Support and Accountability Act	DDCTS	Developmental Day Treatment Clinic Services
AESAP	Arkansas Educational Support and Accountability Program	DDS	Division of Developmental Disabilities Services
AGATE	Arkansans for Gifted and Talented Education	DIS	Department of Information Systems
AETN	Arkansas Education Television Network	DLM	Dynamic Learning Maps
		EAF	Educational Adequacy Fund
ALE	Alternative Learning Environment	EBD	Employee Benefits Division
ALP	Additional Licensure Plan	EC	Early Childhood
AP	Advanced Placement	ECRP	Educator Compensation Reform Program
APPEL	Arkansas Professional Pathway to Educator Licensure	ECS	Education Commission of the States
APSCN	Arkansas Public School Computer Network	EETF	Educational Excellence Trust Fund
APSRC	Arkansas Public School Resource Center	EIDT	Early Intervention Day Treatment
ARCareerEd	Arkansas Department of Career Education	ELA	English language arts
		ELDA	English Language Development Assessment
AREA	Arkansas Rural Education Association	ELL/ EL	English Language Learners /English Learner
		ELP	English Language Proficiency

Updated: Feb. 7, 2022

Acronyms 2022

Acronyms	Name
ELPA21	English Language Proficiency Assessment 21st Century
EPPQR	Educator Preparation Performance Quality Report
ESA fka NSL	Enhanced Student Achievement fka: National School Lunch
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
ESSA	Every Student Succeeds Act
ESSER I & II	Elementary and Secondary School Emergency Relief I & II
FAPE	Free, Appropriate Public Education
FCI	Facility Condition Index
FICA	Federal Insurance Contributions Act
FPL	federal poverty level
FRPL/FRL	Free and Reduced-Price Lunch
FTE	Full-Time Equivalent
FWI	Facilities Wealth Index
FY	Fiscal Year
GED	General Educational Development
GIF	General Improvement Funds
GPA	Grade Point Average
GSF	Gross Square Feet
GT	Gifted and Talented
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
ISP	Interim Study Proposal
LEA	Local Educational Agency
LEADS	Leader Excellence and Development System
LEP	Limited English Proficient
LPAC	Language Placement and Assessment Committee
MAT	Masters of Arts in Teaching
MOE	memorandum of understanding
MSAA	Multi-State Alternate Assessment
NAEP	National Assessment of Educational Progress
NBCT	National Board Certified Teacher
NBPTS	National Board for Professional Teaching Standards

Acronyms	Name
NCES	National Center for Education Statistics
CLB	No Child Left Behind
NEA	National Education Association
NPBEA	National Policy Board for Educational Administration
NSL/ESA	National School Lunch Renamed: Enhanced Student Achievement)
O&M/M&O	Operations and Maintenance
OEPCS	Open-Enrollment Public Charter School
PAM	Physical education, art and music
PARCC	Partnership for Assessment of Readiness for College and Careers
PCP	Primary Care Provider
PD	Professional Development
PGP	Professional Growth Plan
PLC	Professional Learning Community
PSEL	Professional Standards for Educational Leaders
PSF	Public School Fund **Account**
PY	Prior Year
RDA	Results-Driven Accountability
RISE	Reading Initiative for Student Excellence
RTI	Response to Intervention
SBOE/SBE	State Board of Education
SCDE	South Carolina Department of Education
SFP	State Financial Participation
SNAP	Supplemental Nutrition Assistance Program fka Food Stamps
SNI	Special Needs Isolated
SQSS	School Quality and Student Success
SREB	Southern Regional Education Board
ST	Speech Therapy
TANF	Temporary Assistance for Needy Families
TESS	Teacher Excellence and Support System
URT	Uniform Rate of Tax
US DOE/DOE	U.S. Department of Education
WRF	Winthrop Rockefeller Foundation
WSD	Warm, Safe and Dry

Adequacy Study Superintendent Survey Responses

2022 ADEQUACY STUDY

JANUARY 3, 2022

Prepared for the Interim Senate Committee on Education

and the Interim House Committee on Education

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Superintendent Survey Date Information

May 11, 2021	Survey Started
Aug. 06, 2021	Survey Completed 259 of 259
Response Rate	100%

The letters and numbers in parentheses following some question numbers[P#/T#] indicate where similar questions can be found in the principal and teacher survey responses.

Background

1.[P1/T1] Are you of Hispanic or Latino origin?

Hispanic or Latino 3%

Not Hispanic or Latino 97%

2.[P2/T2] How would you describe yourself?

Asian 1%

Black or African American 9%

Native Hawaiian or Other Pacific Islander 0.4%

Two or more races 0.4%

White 89%
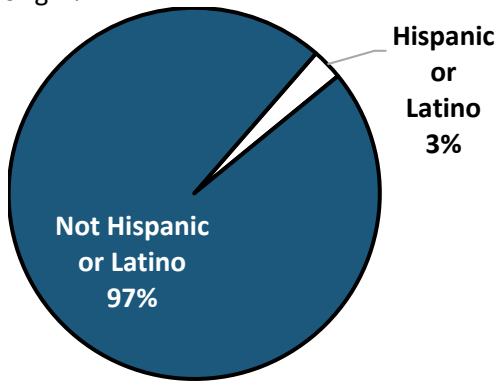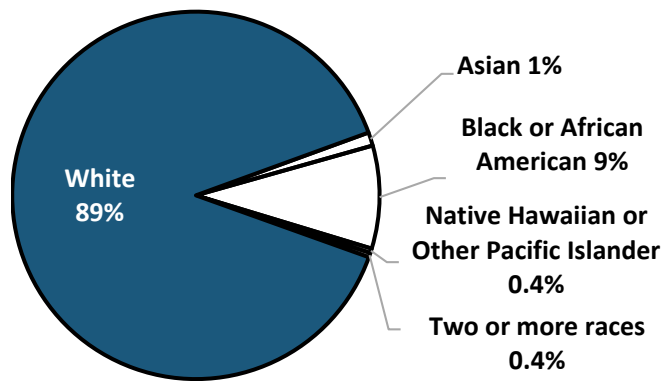
Note: Due to rounding, the responses do not equal 100%.

3. To what extent do you use the matrix to guide your district's **spending** levels?

Minimally/ Not at All 39%

Moderately/ Extensively 61%
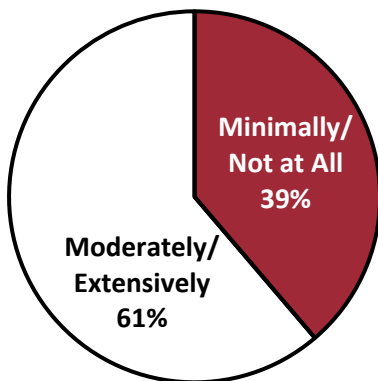
3. To what extent do you use the matrix to guide your district's **staffing** levels?

Minimally/ Not at All 31%

Moderately/ Extensively 69%
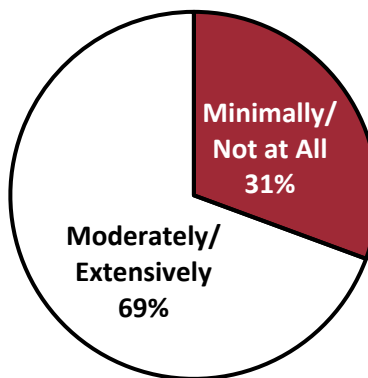
4. For each of the following resources in the **MATRIX**, please use the scale provided to identify the extent to which your district needs additional funding.
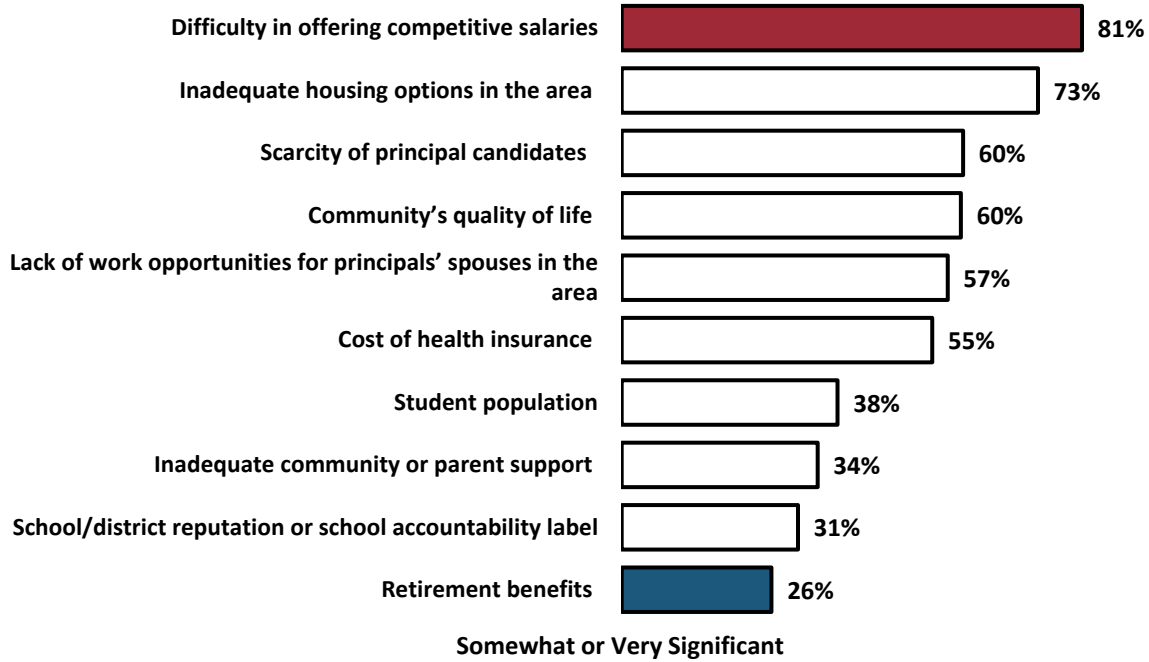
Resource	Moderate/Extremely in Need
Special education teachers	83%
Classroom teachers	80%
Transportation	78%
Operations & maintenance	77%
Substitutes	75%
Inst. facilitators/tech assist./assist. principal	67%
Extra duty funds	63%
Instructional materials	62%
Nurse	61%
Technology (excluding tech. staff)	61%
Supervisory aides	59%
Other student support staff	59%
Guidance counselor	55%
Central office	50%
Principal	47%
School secretary	40%
Librarian/media specialist	34%

Moderate/Extremely in Need

5. Please share if there is anything NOT included in the Matrix that you believe is an important part of providing an adequate education. **Respondents were allowed to make comments, some of which will be used in relevant adequacy reports.**
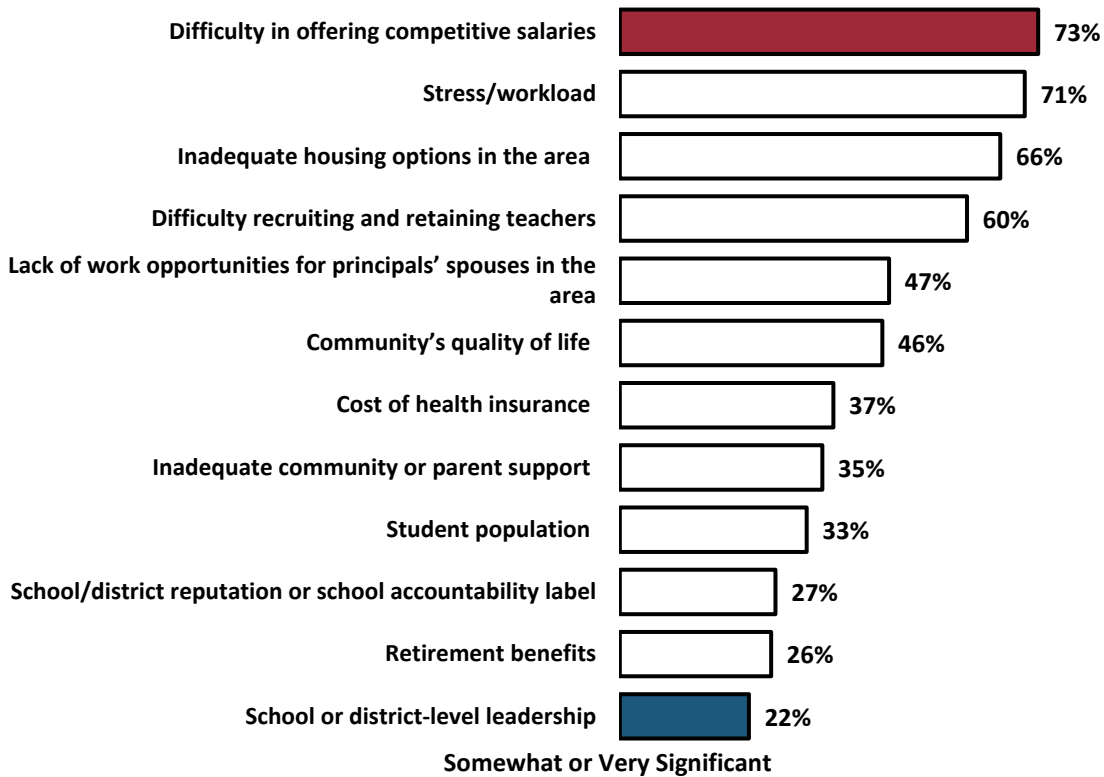
6. **Background -** Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.

Principal Recruitment and Retention

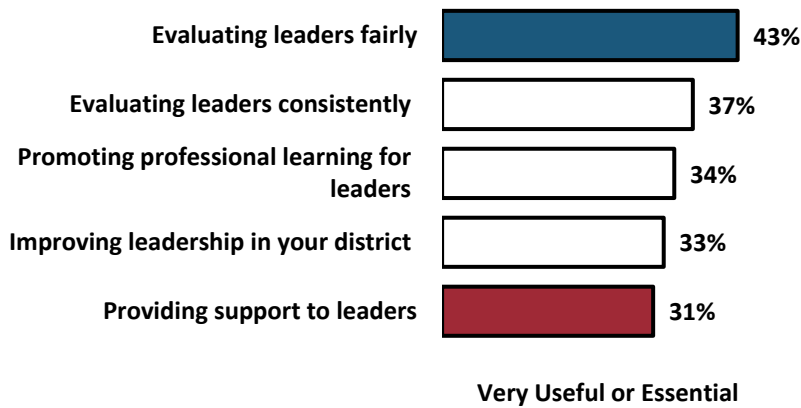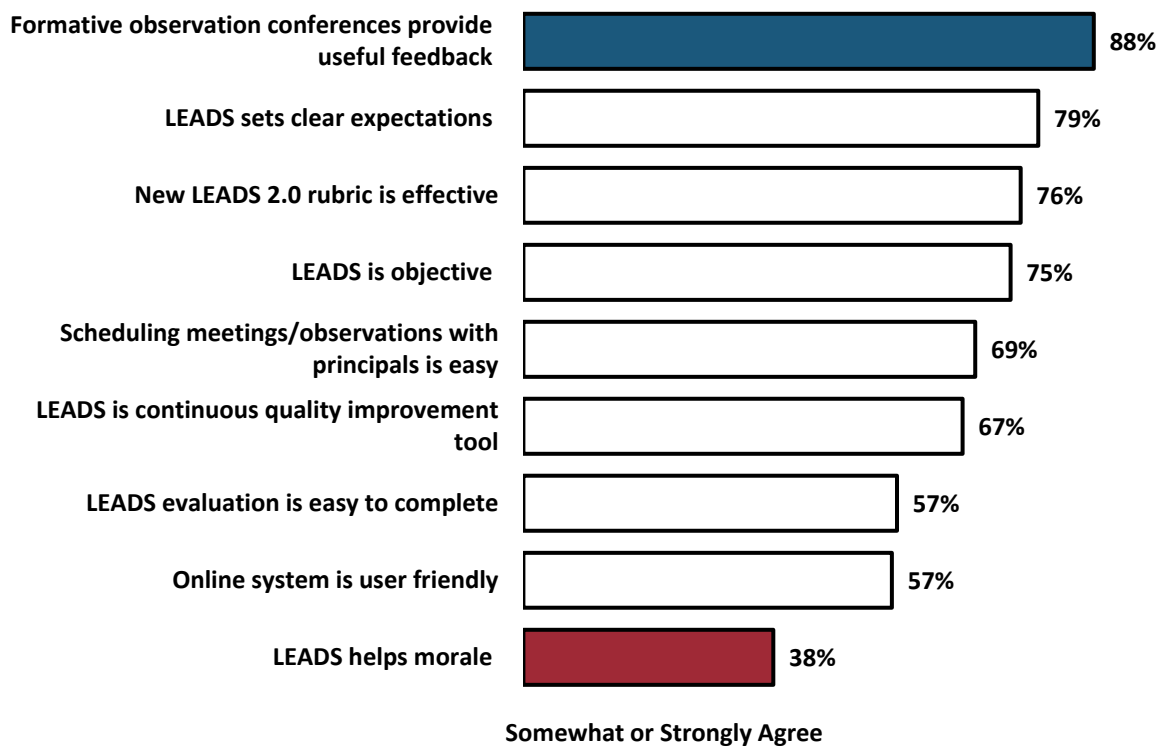7.[(P18)] How significant are the following challenges in **RECRUITING** principals to your district?

Challenge	Percentage
Difficulty in offering competitive salaries	81%
Inadequate housing options in the area	73%
Scarcity of principal candidates	60%
Community's quality of life	60%
Lack of work opportunities for principals' spouses in the area	57%
Cost of health insurance	55%
Student population	38%
Inadequate community or parent support	34%
School/district reputation or school accountability label	31%
Retirement benefits	26%

Somewhat or Very Significant

8.[(P19)] How significant are the following challenges in **RETAINING** principals in your district?

Challenge	Percentage
Difficulty in offering competitive salaries	73%
Stress/workload	71%
Inadequate housing options in the area	66%
Difficulty recruiting and retaining teachers	60%
Lack of work opportunities for principals' spouses in the area	47%
Community's quality of life	46%
Cost of health insurance	37%
Inadequate community or parent support	35%
Student population	33%
School/district reputation or school accountability label	27%
Retirement benefits	26%
School or district-level leadership	22%

Somewhat or Very Significant

9. **Principal Recruitment and Retention** - Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.

Evaluation and Support

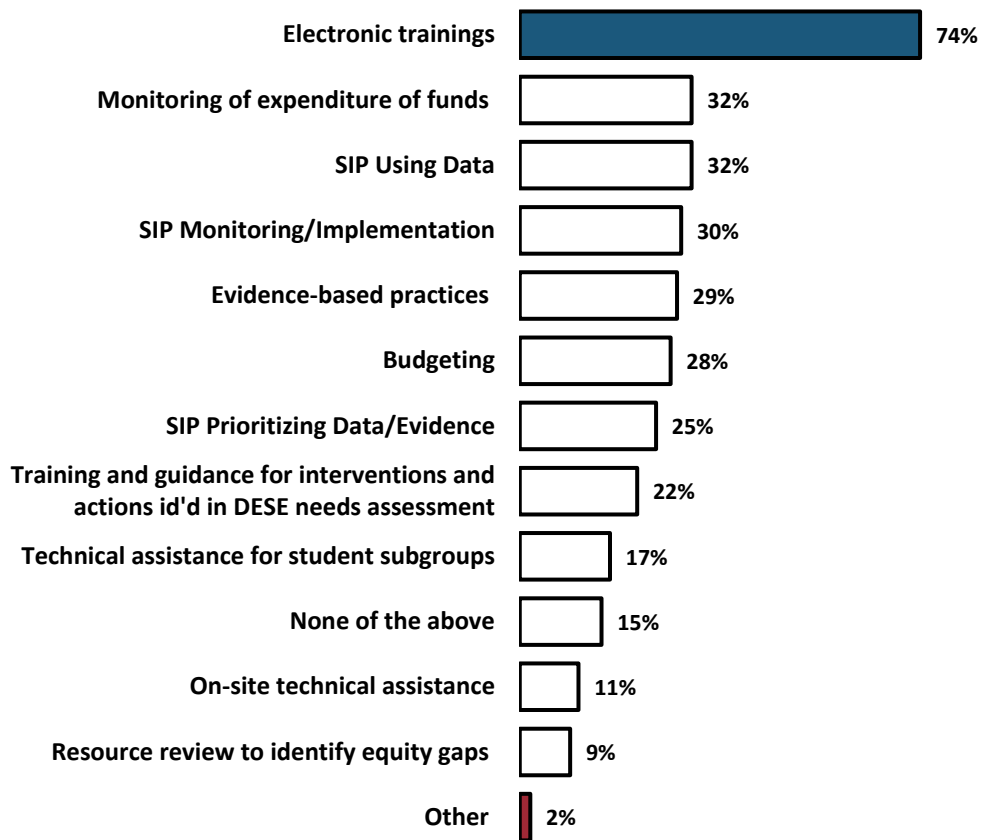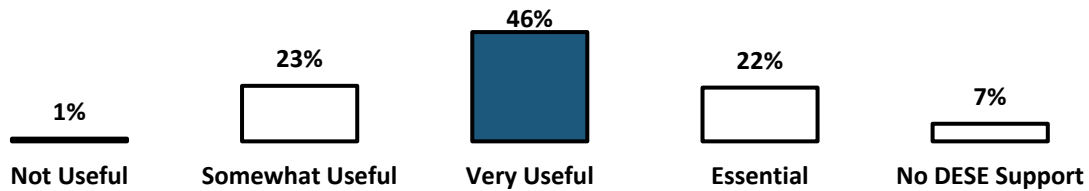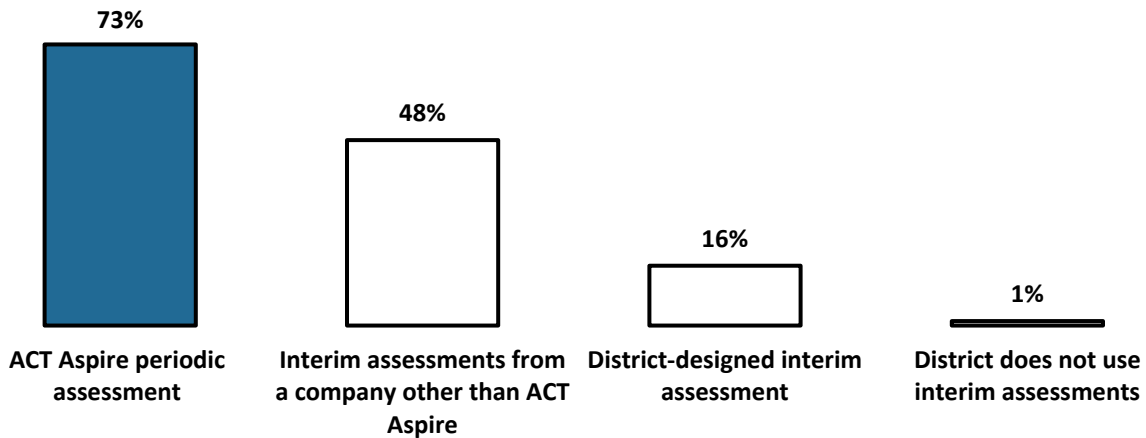10. (P29) Please **RATE** the **usefulness** of **LEADS** in doing the following:

Evaluating leaders fairly	43%
Evaluating leaders consistently	37%
Promoting professional learning for leaders	34%
Improving leadership in your district	33%
Providing support to leaders	31%

Very Useful or Essential

11. (P30) To what extent do you **agree** with the following statements about **LEADS**:

Formative observation conferences provide useful feedback	88%
LEADS sets clear expectations	79%
New LEADS 2.0 rubric is effective	76%
LEADS is objective	75%
Scheduling meetings/observations with principals is easy	69%
LEADS is continuous quality improvement tool	67%
LEADS evaluation is easy to complete	57%
Online system is user friendly	57%
LEADS helps morale	38%

Somewhat or Strongly Agree

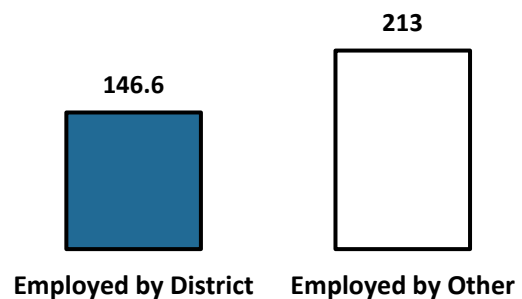12. P31/T43 **Evaluation and Support** - Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.

School Accountability

13. The accountability system assigns "Levels of Support" to school districts. Do you know which level of support your district is considered to be in?

No	Level 1	Level 2	Level 3	Level 4	Level 5
31%	34%	12%	12%	8%	3%
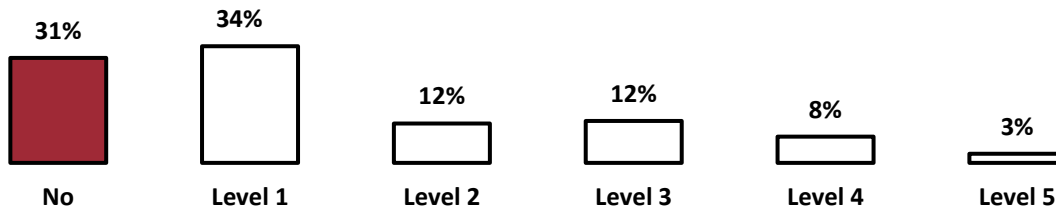
14. DESE provides various methods of support for districts. Which of the following did your district use in 2020-21? Check all that apply.

Electronic trainings	74%
Monitoring of expenditure of funds	32%
SIP Using Data	32%
SIP Monitoring/Implementation	30%
Evidence-based practices	29%
Budgeting	28%
SIP Prioritizing Data/Evidence	25%
Training and guidance for interventions and actions id'd in DESE needs assessment	22%
Technical assistance for student subgroups	17%
None of the above	15%
On-site technical assistance	11%
Resource review to identify equity gaps	9%
Other	2%

15. How useful is the support your district receives from DESE?

Not Useful	Somewhat Useful	Very Useful	Essential	No DESE Support
1%	23%	46%	22%	7%

16. [P42] **School Accountability -** Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.

Formative Assessment

17. What was the total amount your district spent on formative assessments in 2020-21?

Average Total Amount	$14,736

18. How much of the amount above was spent using foundation funds?

Average Amount from Foundation Funds	$4,060

19. What company's interim assessment does your district use for math and English language arts? (Please check all that apply.)

73%

48%

16%

1%

ACT Aspire periodic assessment

Interim assessments from a company other than ACT Aspire

District-designed interim assessment

District does not use interim assessments

20. **Formative Assessment -** Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.

Mental Health Therapists

21a. In 2020-21, how many mental health FTEs were employed **directly by the district**?

21b. In 2020-21, how many mental health FTEs were **employed by an agency or other organization**?

213

146.6

Employed by District   Employed by Other

22. **Mental Health Therapists** - Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.

Substitutes

23. What is your district's average DAILY rate of pay for each of the following types of substitutes?

	Average	Range
Certified	$97	$31 to $241.10
With Degree	$86	$28 to $189.47
No Degree	$83	$55 to $112

24. **Substitutes** - Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.

Alternative Learning Environment

25. In 2020-21, did your district pay another district or education service cooperative to provide Alternative Learning Environment (ALE) services (educational or full ALE services) to any of your students (e.g., through a consortia arrangement or Arch Ford's Hub program)? Do not include contractors you paid solely for mental or behavioral health services.

Yes 29%

No 71%
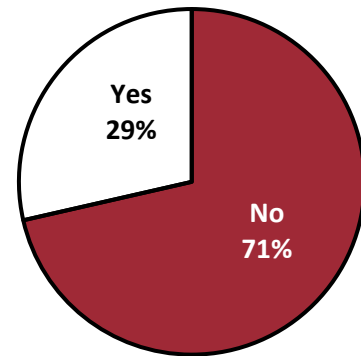
25a. Please specify the district or education service cooperative your district paid for the ALE program, the total amount your district paid to the district or cooperative in 2020-21 for the ALE program, and the total number of FTE ALE students your district sent to the district or cooperative in 2020-21.

PROGRAM	# Districts Paying	Avg. Amt Paid	Avg. FTEs
Arch Ford	43	$200,089	41.1
Arkansas River	1	$275,000	50
Bald Knob	2	$55,129	7
El Dorado	2	$15,500	4
Jonesboro	8	$60,005	8.1
Strive	3	$47,345	8.75

* El Dorado and Bald Knob and Hope are Arch Ford schools so Arch Ford may ultimately get this money.

25b. Please list the expenditure coding your district used for the 2020-21 payment made to the district or cooperative for the ALE program in which your students participated. **Respondents' data will be used in relevant adequacy reports.**

26. **Alternative Learning Environment** - Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.

Career and Technical Education

27. To which state-funded Secondary Career Centers or satellites did your district have access to in 2020-21? (In other words, the center is within 25 miles or 30 minutes, and would take your students if the district made the option available to students and any students wanted to attend.) (Please check all that apply.)

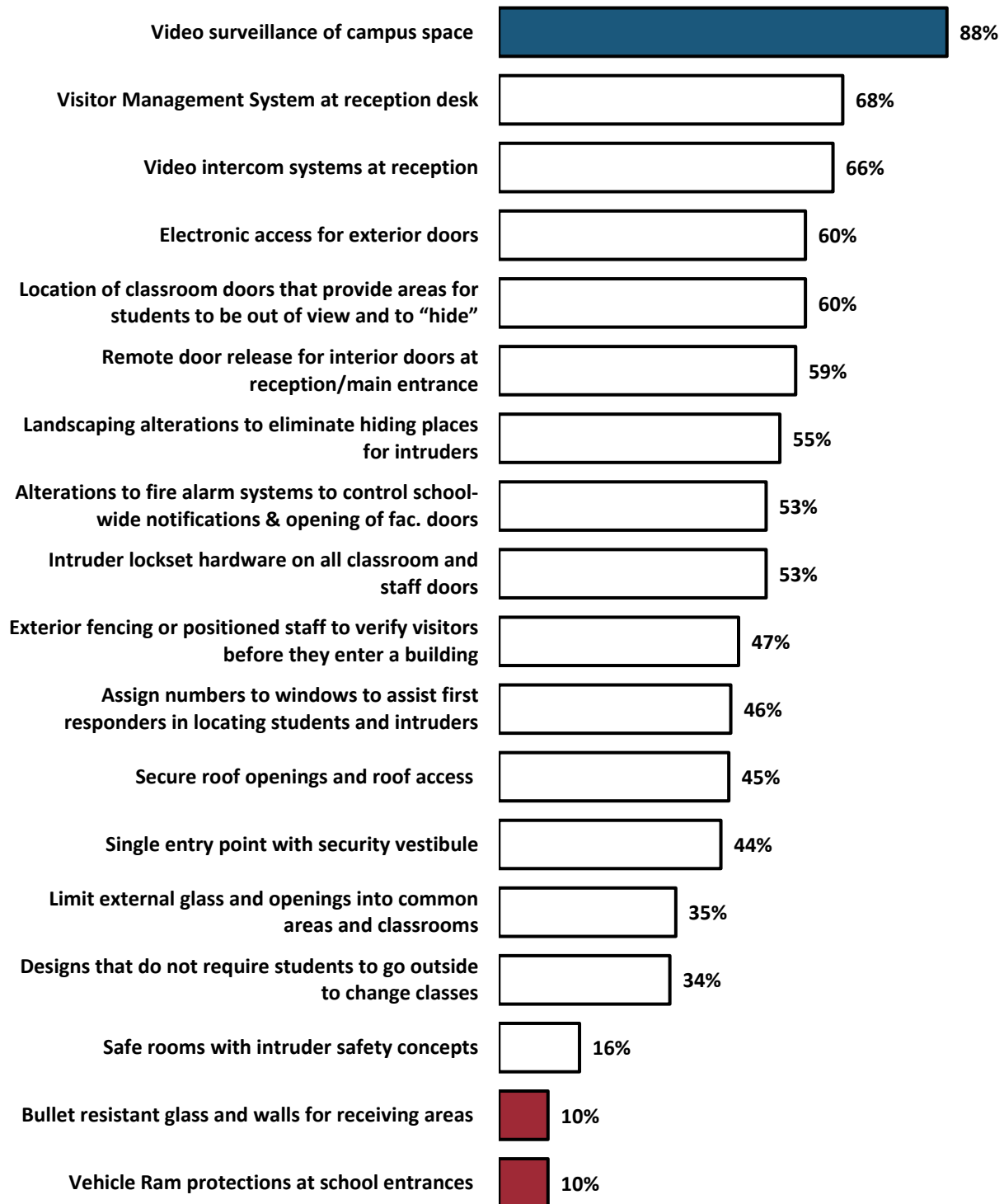| Career Center	# Districts
No access to a career center	27
Arkansas Northeastern College Technical Center	8
ASU Beebe Regional Career Center-Searcy	9
ASU Beebe Regional Career Center-Heber Springs	4
ASU Mid-South Technical Center	3
ASU Mountain Home Technical Center	6
ASU Newport IGNITE Academy	4
ASU Three Rivers Career Center	12
Arkansas Tech University Career Center-Russellville	14
Arkansas Tech University Career Center-Danville	2
Arkansas Tech University Career Center-Ozark	9
Arkansas Tech University Career Center-Paris	4
Black River Technical Center-Pocahontas	7
Black River Technical Center-Paragould	4
Conway Area Career Center-Conway	7
Conway Area Career Center-Quitman	5
Conway Area Career Center-Vilonia	1
Cossatot CCUA Secondary Technical Center-DeQueen	5
Cossatot CCUA Secondary Technical Center-Nashville	5
Cossatot CCUA Secondary Technical Center-Lockesburg	5
East Arkansas Secondary Career Center	7
Jefferson Area Technical Center	2
Metropolitan Career and Technical Center	5
Monticello Occupational Education Center-Monticello	2
Monticello Occupational Education Center-Crossett	4
Monticello Occupational Education Center-McGehee	6
National Park Technology Center	9
North Central Career Center	1
NorthArk Technical Center-Harrison	14
NorthArk Technical Center-Berryville	3
NorthArk Technical Center-C4	3
Northeast Arkansas Career & Technical Center	14
NW Technical Institute Secondary Career Center-Springdale	11
NW Technical Institute Secondary Career Center-Bentonville	4
NW Technical Institute Secondary Career Center-Farmington	6
NW Technical Institute Secondary Career Center-Gravette	3
NW Technical Institute Secondary Career Center-Don Tyson School of Innovation	4
Ozarka College Technical Center-Ash Flat	2
Ozarka College Technical Center-Melbourne	4

Career Center	# Districts
Phillips CCUA Career & Technical Center-DeWitt	1
Phillips CCUA Career & Technical Center-Stuttgart	4
Phillips CCUA Career & Technical Center-Helena West Helena	4
SAU Tech Career Academy-Camden	8
SAU Tech Career Academy-Magnolia	3
South Arkansas Community College Secondary Technical Center	8
Southeast Arkansas Community Based Education Center	4
UA-Pulaski Tech Career Center	11
U of A Community College Batesville Career Center	6
U of A Community College Morrilton Career Center	10
U of A Hope Texarkana Secondary Career & Technical Education Center-Hope	5
U of A Hope Texarkana Secondary Career & Technical Education Center-Texarkana	4
U of A at Rich Mountain Technical Center-Mena	3
U of A at Rich Mountain Technical Center-Caddo Hills	0

28. Did any of your district's students actually attend a state-funded Secondary Career Center or satellite in 2020-21?
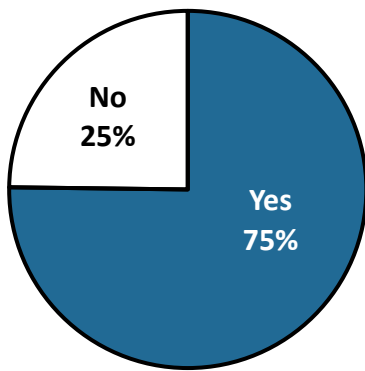
28a. Please select the primary reason your district did not send any students to a state-funded Secondary Career Center or satellite in 2020-21.
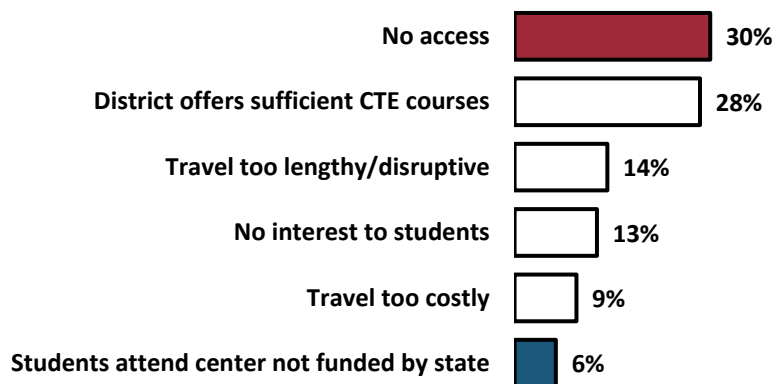
29. **Career and Technical Education** - Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.

School Safety

30.(P48/T45) Please **rate** the extent to which you are concerned with the following safety issues in your district.

Category	Percentage
Online bullying	53%
Drugs/drug-related crime	40%
In-person/physical bullying	34%
Gun violence/school shooting	24%
Sexual violence among students	17%
Community/neighborhood violence	14%
Fighting among students	10%
Violence against teachers	9%
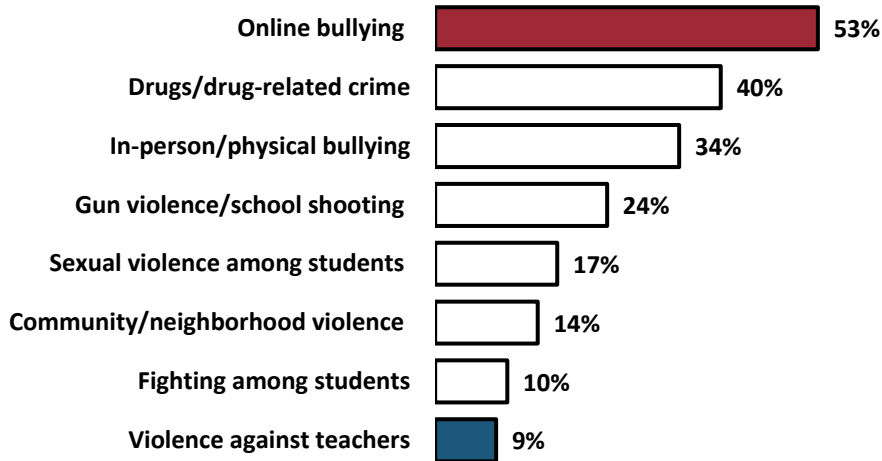
31. In how many of your district's schools are the following security areas in place AND in satisfactory operational condition?

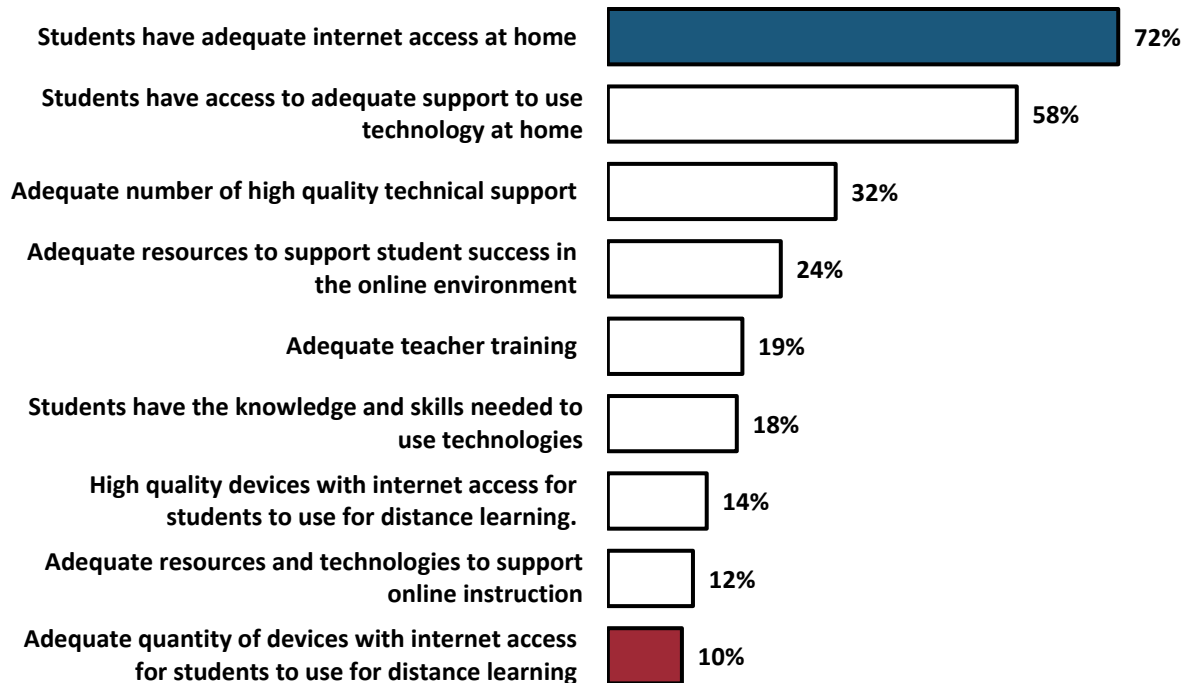| Security Area	Percentage
Video surveillance of campus space	88%
Visitor Management System at reception desk	68%
Video intercom systems at reception	66%
Electronic access for exterior doors	60%
Location of classroom doors that provide areas for students to be out of view and to "hide"	60%
Remote door release for interior doors at reception/main entrance	59%
Landscaping alterations to eliminate hiding places for intruders	55%
Alterations to fire alarm systems to control school-wide notifications & opening of fac. doors	53%
Intruder lockset hardware on all classroom and staff doors	53%
Exterior fencing or positioned staff to verify visitors before they enter a building	47%
Assign numbers to windows to assist first responders in locating students and intruders	46%
Secure roof openings and roof access	45%
Single entry point with security vestibule	44%
Limit external glass and openings into common areas and classrooms	35%
Designs that do not require students to go outside to change classes	34%
Safe rooms with intruder safety concepts	16%
Bullet resistant glass and walls for receiving areas	10%
Vehicle Ram protections at school entrances	10%

32. P54/T48 *School Safety* - Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.

School Facilities

33.[(P55/T49)] How would you rate the overall **CONDITION** of your schools' facilities including major systems such as electrical, plumbing, and HVAC?

Good/ Exellent	59%
Fair	31%
Very Poor/Poor	10%
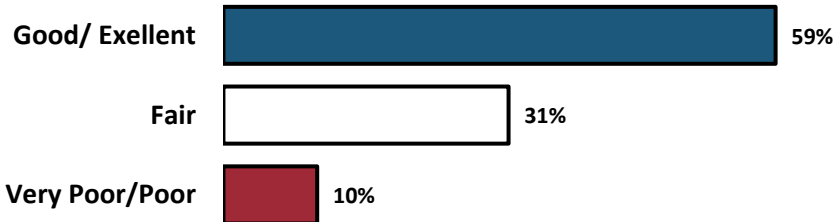
34.[(P56/T50)] Please indicate the level to which you **agree** with each item below in regard to **SPACE** at the schools in your district.

- Core areas such as auditorium, cafeteria, gymnasium, and library or media center are appropriately-sized for the school's grade configuration and student population.
- Specialized classrooms, including space dedicated to art, music, science, and technology are appropriately-sized for the school's grade configuration and student population.
- Core academic classrooms are appropriately-sized for the school's grade configuration and student population.

Core areas (Auditorium, cafeteria, etc.)	74%
Specialized classrooms	80%
Core Academic Classrooms	88%

Strongly Agree or Agree

35. Rate the extent to which the following are obstacles to your district's current ability to address identified facility's needs:

Lack of available state funding (not enough to fund all eligible and approved projects)	58%
Facilities' needs are not eligible for Partnership Program funding*	49%
Lack of existing school district funds/balances	40%
Inability to pass local millage	39%
Inability to qualify for sufficient state funding due to high wealth index	28%
Inability to acquire necessary land to accommodate needed facilities	20%
Lack of available facilities expertise (architects, engineers, construction, etc.) in the state/area	6%

* e.g., central office, facilities need does not meet minimum project cost

36. What is the likelihood that your school district will be able to fully address identified facility needs requiring IMMEDIATE ATTENTION in the coming school year?

Not Very/Somewhat Likely 47%

Likely/Very Likely 53%
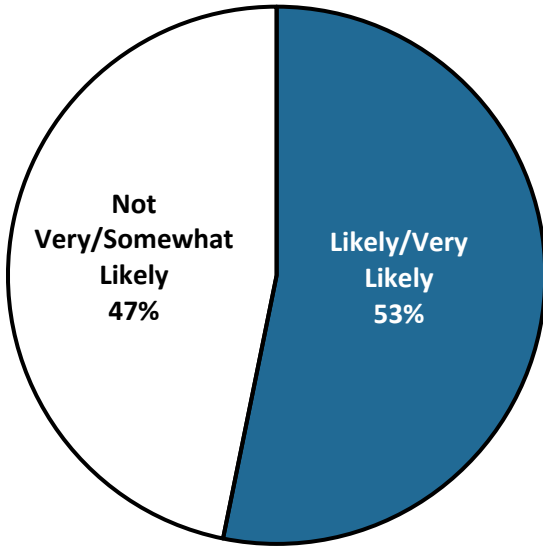
37. What do you anticipate being the greatest unmet facility need?

Warm, Safe, Dry Systems **32%**

Space Project **25%**

Warm, Safe, Dry Space Replacement **20%**

No Unmet Needs **16%**

General Maintenance **7%**
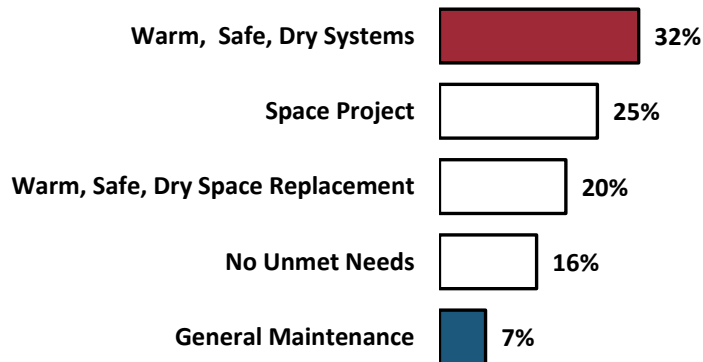
38. [P57/T51] **School Facilities** - Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.

Technology and Digital Learning

39.(P61/T57) Indicate the level to which you **agree** with each item below in regard to use of **technology** IN THE CLASSROOM.

Adequate quantity of computers and devices	97%
High quality computers and devices	95%
Adequate teacher training in technology	86%
Adequate staff with expertise to integrate technology in classroom	81%
Adequate number tech support	64%

40.(P62) Indicate the level to which you **agree** with each item below in regard to the use of **technology for DISTANCE TEACHING AND LEARNING,** which includes homework, Alternative Methods of Instruction, and digital learning courses and programs used temporarily or full-time during the pandemic.

Students have adequate internet access at home	72%
Students have access to adequate support to use technology at home	58%
Adequate number of high quality technical support	32%
Adequate resources to support student success in the online environment	24%
Adequate teacher training	19%
Students have the knowledge and skills needed to use technologies	18%
High quality devices with internet access for students to use for distance learning.	14%
Adequate resources and technologies to support online instruction	12%
Adequate quantity of devices with internet access for students to use for distance learning	10%

41.(P63/T59) How sufficient is your **school district's broadband** in allowing for smooth operations of all instructional and administrative functions?

42.(P64/T60) How sufficient is your **community's broadband** in allowing for smooth operations of all instructional and administrative functions?

	Never or Rarely Sufficient	About half the time	Most or All of the time
%School Districts's	4%	10%	86%
%Community's	34%	20%	46%
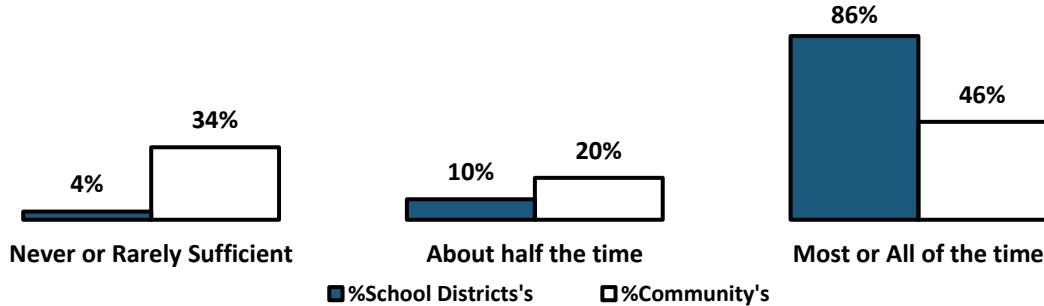
43. How many internet enabled computers does your district currently have in active use? Please enter the number of internet-enabled computers used by each group listed below. Each computer should be counted only once. The numbers in the boxes, when summed, should equal the total number of internet-enabled computers your district has in active use. Phones, portable media players and other small electronics are NOT considered computers for the purpose of this question.

	Desktop (245)	Laptop (253)	Tablet (196)
% Assigned to Individual Students	2%	67%	28%
% Shared by students	57%	21%	44%
% Used by Teachers	30%	10%	20%
% Used by School or District Administrator	11%	2%	7%
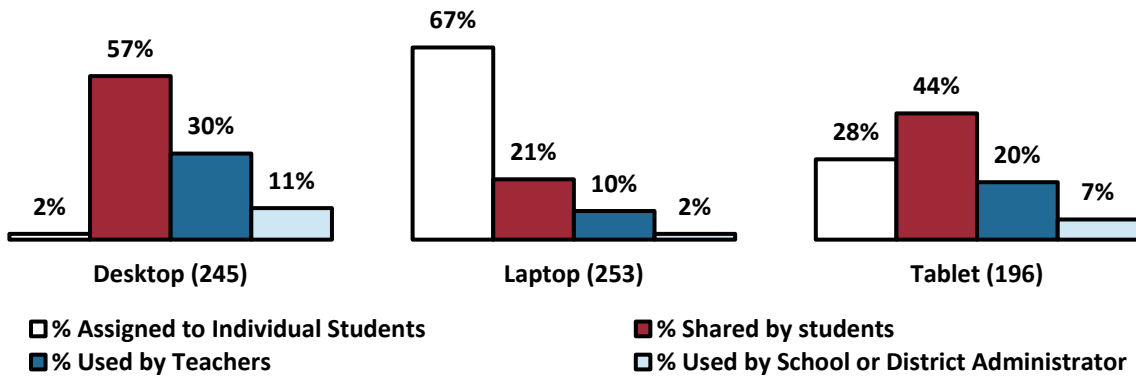
44. How many SCHOOLS in your district allowed students to take home school computers/tablets during the 2020-21 school year? (Phones, portable media players and other small electronics are NOT considered computers for the purpose of this question.)

Comprehensive (K-12) Schools (8)	100%
Senior Highs (248)	99%
Middle Schools/Junior Highs (139)	90%
Elementary Schools (216)	87%
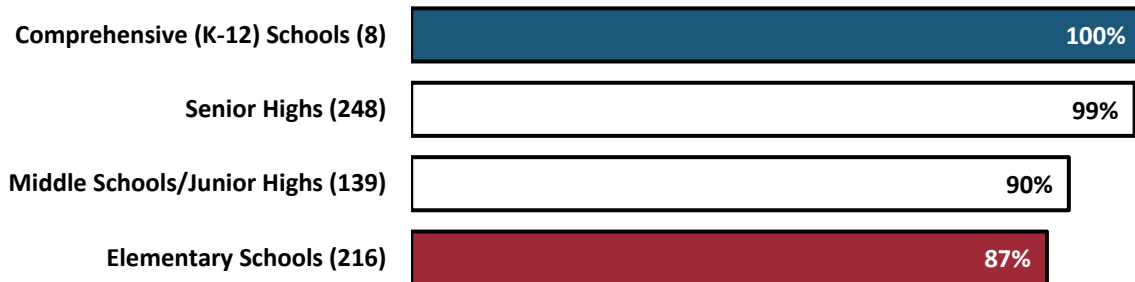
45. What percentage of your district's students were allowed to take home a school-owned computer/tablet:
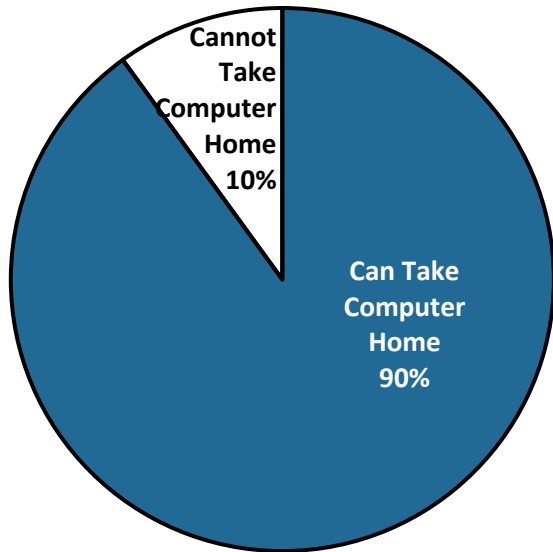
46. What percentage of your district's students already had access to a computer at home so did not need a school computer: (include students even if they did take home a school computer) Please put unknown if your answer is not known. Of those who knew:

Avg. % of Students	Range of % of Students
34%	0 to 90%

Note: 136 districts did not know

47. During the 2020-21 school year, how many FTEs work in your district as a facilitator for digital learning (DL) course(s)? Please count employees who facilitate digital learning for only part of the day as partial FTEs (e.g., .5 FTE). DO NOT include any teachers serving as the teacher of record for the DL course. Include only FTEs serving as a facilitator for students taking courses taught by others. (Please enter "0" where your answer is zero.)

Employees	# District use for DL	Total Used for DL	Average/ District
Teachers	149	4,552	30.5
Guidance counselors	59	223	3.8
Librarians/media specialists	58	185	3.2
Tech support specialists	68	182	2.7
Nurses or other pupil support	41	132	3.2
Non-licensed paraprofessionals	148	1,718	11.6
Volunteers	12	29	2.4
Other (please specify below)	15	35	2.4

48. For each of the digital learning vendors your district used in 2020-21, please provide the total amount your district paid the vendor that year. Online courses provided by vendors through the Ark. Public School Resource Ctr. will have (APSRC) listed next to the vendor name.

49. For each of the digital learning vendors your district used in 2020-21, please rate the quality of the vendor's curriculum and teaching services. If the teacher of record is employed by the district, please rate only the vendor's curriculum.

Vendor	# Districts Used By	Total Paid	% Rate Curriculum High	% Rate Teaching High
Accelerate Education (APSRC)	11	$135,400	44%	46%
Apex Learning Inc.	72	$1,033,953	45%	30%
Ark School for Mathematics, Science Arts	2	$2,600	50%	0%
Big History Project	0	$-	-	-
Brigham Young University (APSRC)	1	$32,680	100%	100%
Brigham Young Univ. Independent Study	1	$844	0%	0%
Crystal Bridges Museum of American Art	1	$490	0%	0%
Delta YES, Inc.	0	$-	-	-
Edgenuity (APSRC)	7	$437,750	33%	27%
Edgenuity, Inc.	45	$2,495,252	59%	41%
Edison Learning (APSRC)	0	$-	-	-
Edmentum (APSRC)	9	$125,777	40%	30%
Edmentum, Inc.	20	$1,102,521	45%	26%
eDynamic Learning (APSRC)	3	$34,390	67%	50%
eDynamic Learning	2	$15,395	100%	50%
Florida Virtual School Global	4	$245,231	75%	75%
Fuel Education (APSRC)	2	$7,000	-	-
Fuel Education (formerly K12 Virtual Sch)	1	$140,000	0%	0%
Graduation Alliance	1	$14,787	100%	100%
Greenways Academy (APSRC)	0	$-	-	-
Greenways Academy	1	$2,250	-	-
Lincoln Learning (APSRC)	18	$334,446	11%	12%
Odysseyware (APSRC)	2	$23,000	100%	0%
Odysseyware	6	$97,800	100%	75%
Pearson Online & Blended Learning	11	$13,555,690	45%	56%
Proximity Learning	0	$-	-	-
Red Comet (APSRC)	3	$ 22,070	50%	50%
Red Comet	3	$11,540	0%	0%
Southeast Ark Community Based Ed Ctr	1	$100	-	-
University of Nebraska High (APSRC)	0	$-	-	-
Virtual Arkansas	167	$3,344,326	65%	60%
VLN Partners	0	$-	-	-

50. [P65/T61] **Technology and Digital Learning** - Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.

COVID-19

51. What percent of ESSER funds provided through the CARES, CRSSA, and ARP Acts has your district used, or anticipates using on the focus areas listed below?

ESSER Allowed Uses	Range of Proportion of ESSER Funds Spent by Districts
Direct Student Support/Continuous Learning Opportunities	0-100%
Facilities	0-75%
Food Security	0-25%
Systemic Procedures	0-79%
Technology	0-100%

52. How well does the federal funding provided through the CARES, CRSSA, and ARP Acts help to address your school district's expenses and needs caused by the COVID-19 pandemic?

Partially/ Does Not Meet Needs 21%

Adequately Meets/ Exceeds Needs 79%
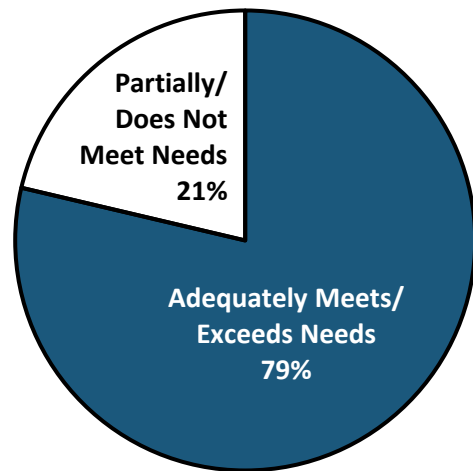
53. For each of the areas listed below, please identify the extent to which your district needs federal funding.

Area	Essential Need
Addressing learning loss	72%
Mental health support	57%
Extended learning opportunities: summer learning and/or supplemental after school activities, etc.	53%
Improve air quality	53%
Services for special populations	53%
Facility repairs and improvements	52%
Educational technology	44%
Activities allowed in ESSA, IDEA, Adult Ed, Perkins, McKinney Vento	43%
Continuity of operations and employment	36%
Coordinating activities for digital programming support short and long- term school closures*	26%
Supplies for sanitation of buildings	25%
Food service	18%
Planning improved lea response to emergencies	14%
Coordination with other public agencies for coronavirus response	11%
School leadership resources	11%
Training for staff on prevention of disease spread	8%

Essential Need

* i.e. distance learning, specialized student services.

54. [P72/T66] **COVID-19** – Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.

55. [P73/T67] **Overall** - Respondents were allowed to make overall comments some of which will be used in relevant adequacy reports.

Adequacy Study Principal Survey Responses

Prepared for the Interim Senate Committee on Education

and the Interim House Committee on Education

Table of Contents

Principal Survey Date Information

May 11, 2021	Survey Started
July 12, 2021	Survey Completed 764 of 1,030
Response Rate	74%

The letters and numbers in parentheses following some question numbers [S#/T#] indicate where similar questions can be found in the superintendent and teacher survey responses.

Background and Principal Preparation

1. [S1/T1] Are you of Hispanic or Latino origin?

Hispanic or Latino 4%
Not Hispanic or Latino 96%

2. [S2/T2] How would you describe yourself?

White 88%
American Indian or Alaska Native 0.3%
Asian 0.1%
Black or African American 11%
Two or more races 1%
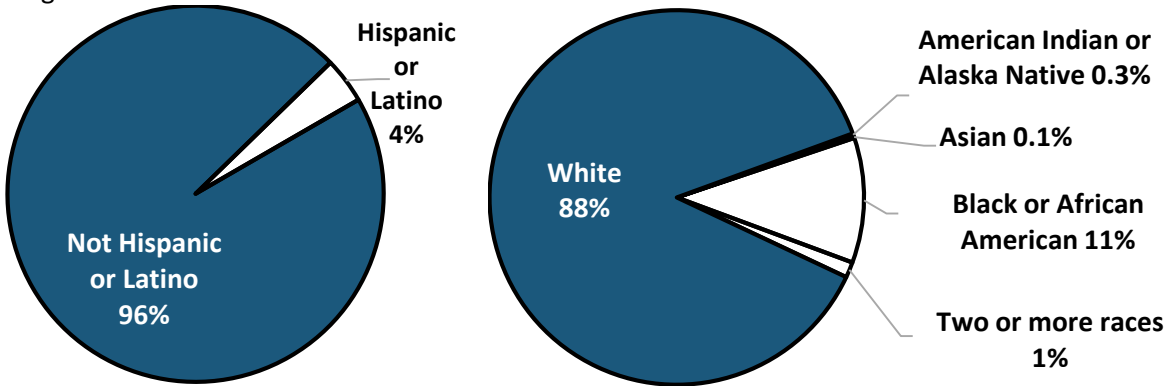
Note: Due to rounding, the responses do not equal 100%.

3. BEFORE you became a principal, how many years of elementary, middle, or secondary teaching experience did you have? Count part of a year as 1 year. Write '0' if you had no years of teaching experience before becoming a principal.

0 to 5 years
6 to 15 years 61%
16 to 30 years
31+ years
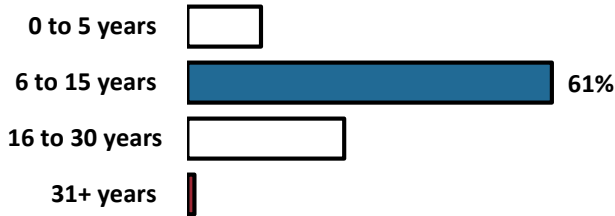
4. BEFORE you became a principal, did you hold the position of assistant principal, building-level administrator, instructional facilitator, or curriculum-program administrator, including temporary administrator positions?

No 29%
Previously Held Adm. Position 71%
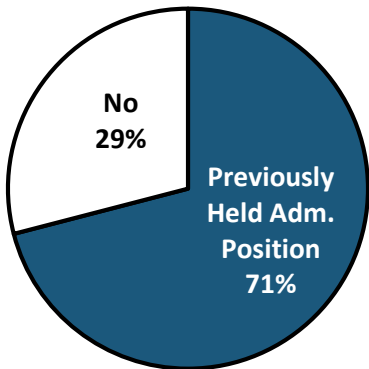
5. BEFORE you became a principal, did you have any management experience outside of the field of education?

No Mgmt. Experience Outside Education 61%

Yes 39%
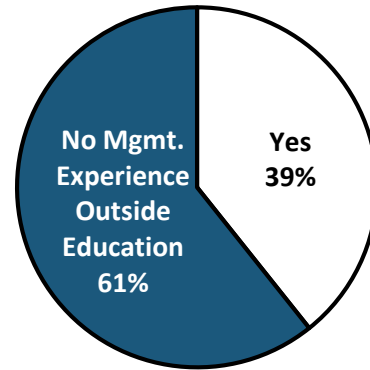
6. PRIOR to the 2020-21 school year, how many years did you serve as the principal of THIS OR ANY OTHER school? Do NOT include any years you served as ASSISTANT principal.

0 to 5 years	58%
6 to 15 years	
16 to 30 years	
31+ years	
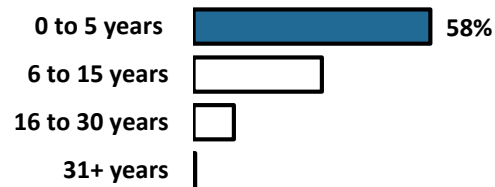
7. What is the highest degree you have earned? Mark only one box.

Doctorate or first professional degree	8%
Educational specialist or professional diploma	33%
Master's degree	57%
Bachelor's degree	1%
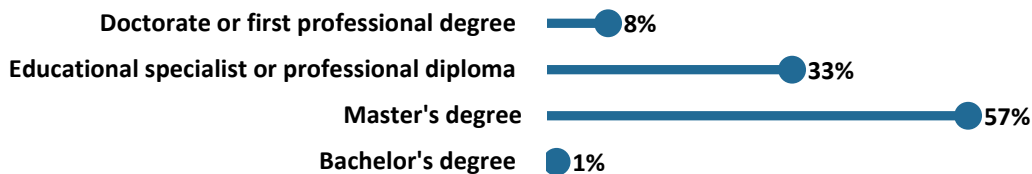
Note: Due to rounding, the responses do not equal 100%.

8. Do you currently hold a license or certification in "school administration"?

No 5%

License or Certification in School Admin. 95%
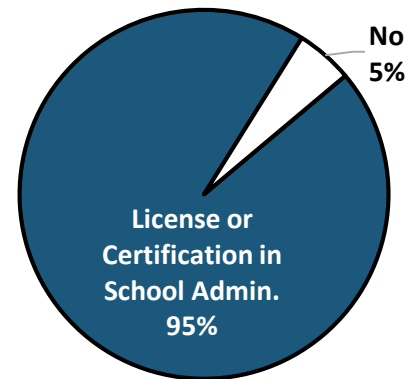
9. In addition to serving as principal, are you CURRENTLY teaching in THIS school? Do not include time spent as a short-term substitute teacher.
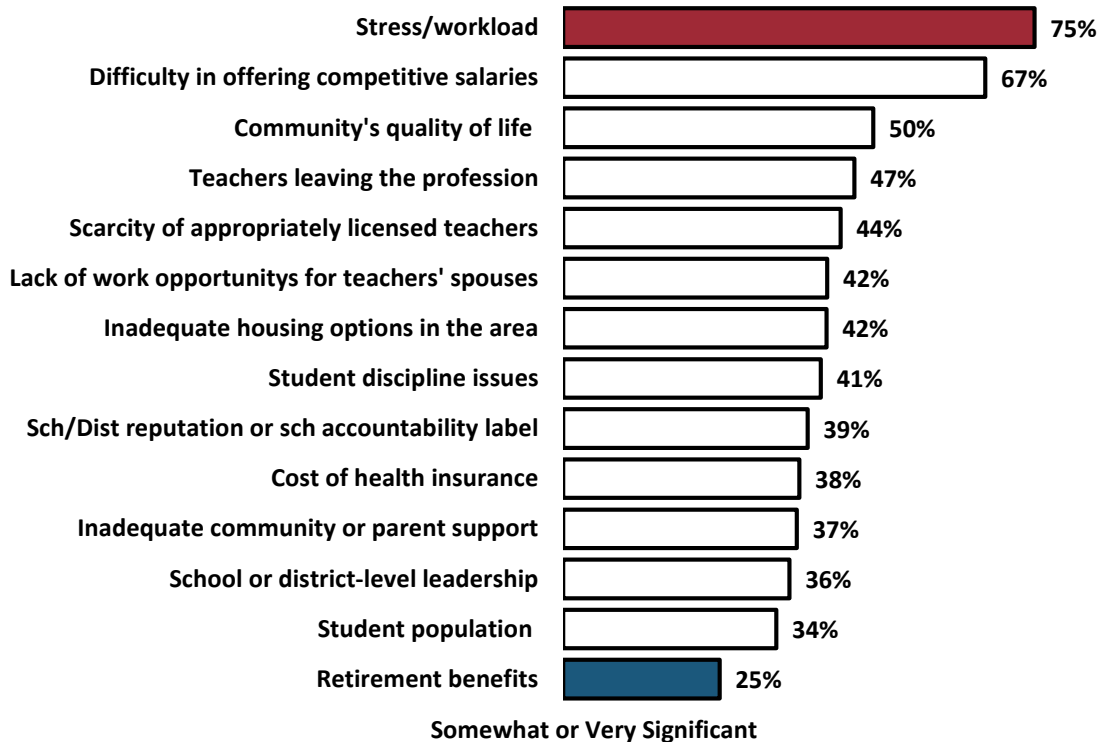
Yes 3%

Not Currently Teaching 97%
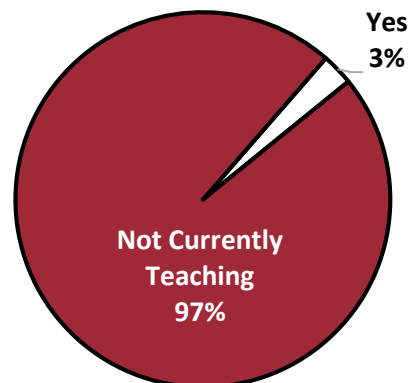
10. **Background and Principal Preparation** - Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.

Principal Perceptions and Working Conditions

11. Including hours spent during the school day, before and after school, and on the weekends, how many hours do you spend on ALL school-related activities during a typical FULL WEEK at THIS school?

Average Number of Hours Spent during a Full Week	52

12. On average throughout the 2020-21 school year, what percentage of time do you estimate that you spend on the following tasks in this school? Please write a percentage in each row. Write '0' if no time was spent on this task. Responses should add up to 100%.

Curriculum and teaching-related tasks, including teaching, lesson preparation, classroom observations, mentoring teachers — **29%**

Student interactions, including discipline and academic guidance — **26%**

Internal administrative tasks, including human resource/personnel issues, regulations, reports, school budget — **25%**

Parent interactions, including formal and informal interactions — **17%**
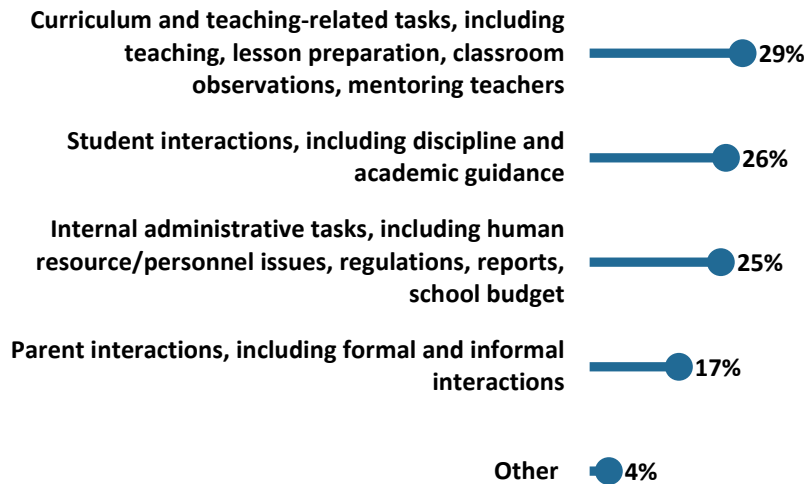
Other — **4%**

Note: Due to rounding, the responses do not equal 100%

12. OTHER:

Top Three Other Responses
Extracurricular
Duty
Meetings

13. To what extent do you agree or disagree with each of the following statements?

I am generally satisfied with being principal at this school. — **96%**

I don't seem to have as much enthusiasm now as I did when I began this job. — **39%**

If I could get a higher paying job I'd leave this job as soon as possible. — **21%**

I think about staying home from school because I'm just too tired to go. — **18%**

I think about transferring to another school. — **18%**

The stress and disappointments involved in being a principal at this school aren't really worth it. — **14%**

Somewhat Agree or Strongly Agree

14. Which statement best describes how long you plan to remain a principal?

Response	Percentage
As long as I am able	41%
Undecided at this time	20%
Until I am eligible for retirement benefits from this job	16%
Until a more desirable job opportunity comes along	12%
Until a specific life event occurs (e.g., children graduate from college, relocation)	5%
Until I am eligible for Social Security benefits	3%
Definitely plan to leave as soon as I can	2%
Until I am eligible for retirement benefits from a previous job	0.13%

Note: Due to rounding, the responses do not equal 100%.

15. We are interested in the importance you place on various educational goals. From the following nine (9) goals, which do you consider the most important, the second most important, and the third most important?

Educational Goal	Average Rank
Promoting good work habits and self-discipline	1.32
Building basic literary skills (reading, math, writing, speaking)	1.12
Promoting personal growth (self-esteem, self-knowledge, etc.)	0.98
Encouraging academic excellence	0.95
Promoting human relations skills	0.60
Preparing students for postsecondary education	0.30
Promoting specific moral values	0.28
Promoting occupational or vocational skills	0.24
Promoting multicultural awareness or understanding	0.22

Average Rank

16. How much ACTUAL influence do you think you have as a principal on decisions concerning the following activities at this school? Mark one option on each line.

Evaluating teachers — 99%

Hiring new full-time teachers — 97%

Determining the content of in-service professional development programs for teachers — 92%

Setting discipline policy — 91%

Setting performance standards for student — 90%

Deciding how your school budget will be spent — 79%

Establishing curriculum — 78%

Moderate Influence or Major Influence
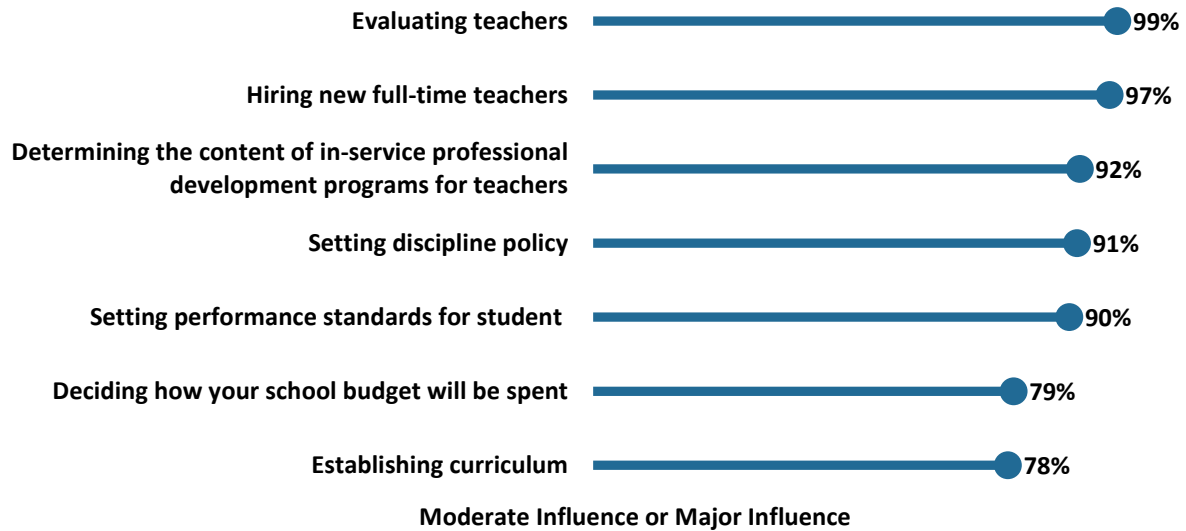
17. **Principal Perceptions and Working Conditions** - Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.

Teacher Recruitment and Retention

18. (S7) How significant are the following challenges in **RECRUITING** teachers to your school?

| Challenge	%
Difficulty in offering competitive salaries	70%
Community's quality of life	66%
Scarcity of appropriately licensed teachers	59%
Inadequate housing options in the area	53%
Cost of health insurance	51%
Lack of work opportunities for teachers' spouses	49%
Sch/Dist reputation or school accountability label	43%
Inadequate community or parent support	39%
Student population	38%
School or district-level leadership	32%
Retirement benefits	28%

Somewhat or Very Significant

19. (S8) How significant are the following challenges in **RETAINING** teachers at your school?

Challenge	%
Stress/workload	75%
Difficulty in offering competitive salaries	67%
Community's quality of life	50%
Teachers leaving the profession	47%
Scarcity of appropriately licensed teachers	44%
Lack of work opportunitys for teachers' spouses	42%
Inadequate housing options in the area	42%
Student discipline issues	41%
Sch/Dist reputation or sch accountability label	39%
Cost of health insurance	38%
Inadequate community or parent support	37%
School or district-level leadership	36%
Student population	34%
Retirement benefits	25%

Somewhat or Very Significant

20. Please rate the following programs in terms of their helpfulness in **RECRUITING** high quality teachers.

Note: The percentages following the names of each program indicate the percentage of principals who responded not useful, somewhat useful, very useful, or essential. All other principals responded that the district was not eligible for the program or the principal was not familiar with the program.

Program	Not Useful or Somewhat Useful	Very Useful or Essential
Arkansas Professional Pathway to Educator Licensure (APPEL) (96%)	43%	57%
State Teacher Education Program (STEP) loan forgiveness (83%)	50%	50%
High-Priority District Teacher Bonus (55%)	62%	38%
Teacher Opportunity Program (TOP) scholarship (67%)	63%	37%
National Board of Professional Teaching Standards (94%)	68%	32%
Certified Teacher Assistant Pathway (58%)	73%	27%
Arkansas Teacher Cadet Program (59%)	79%	21%
Arkansas Teacher Corps (57%)	79%	21%
Educators Rising (49%)	81%	19%
University Residency Program for Paraprofessionals (49%)	82%	18%
Teach for America (73%)	83%	17%
Arkansas Geographical Criticial Needs Minority Teacher Scholarship (46%)	84%	16%

■ Not Useful or Somewhat Useful   ■ Very Useful or Essential

21. Please list other **RECRUITING** program(s) you've found useful in RECRUITING teachers to your school.

Top Three Other Recruiting Tools
Partnerships with colleges and universities (including having intern teachers and attending college and university career fairs)
MAT
School reputation and culture

22. Please rate the following state-funded programs in terms of their usefulness in **RETAINING** high quality teachers in your school.

Note: The percentages following the names of each program indicate the percentage of principals who responded not useful, somewhat useful, very useful, or essential. All other principals responded that the district was not eligible for the program or the principal was not familiar with the program.

Program	Not Useful or Somewhat Useful	Very Useful or Essential
Arkansas Professional Pathway to Educator Licensure (APPEL) (95%)	49%	51%
State Teacher Education Program (STEP) loan forgiveness (80%)	59%	41%
National Board of Professional Teaching Standards (91%)	66%	34%
High-Priority District Teacher Bonus (56%)	68%	32%
Teacher Opportunity Program (TOP) scholarship (68%)	69%	31%
Certified Teacher Assistant Pathway (59%)	79%	21%
Arkansas Teacher Cadet Program (59%)	82%	18%
Arkansas Teacher Corps (59%)	83%	17%
Educators Rising (53%)	85%	15%
Teach for America (71%)	85%	15%
Arkansas Geographical Criticial Needs Minority Teacher Scholarship (47%)	88%	12%
University Residency Program for Paraprofessionals (52%)	88%	12%

■ Not Useful or Somewhat Useful   ■ Very Useful or Essential

23. Please list other RETENTION program(s) you've found useful in RETAINING teachers in your school.

Top Three Other Retention Tools
Teacher support and school culture
Competitive salaries/bonuses
District or school programs (mentoring, professional development)

24. **Teacher Recruitment and Retention** - Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.

Evaluation and Support

25.[T38] Please **RATE** the usefulness of **TESS** in doing the following:

|	
Evaluating teachers fairly	56%
Evaluating teachers consistently	51%
Providing support to teachers	43%
Improving teaching in your school	41%
Promoting professional learning for teachers	41%

Very useful or Essential

26.[T39] To what extent do you **agree** with the following statements about **TESS**:

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

Strongly or Somewhat agree

27.[T40] Please **RATE** the usefulness of the following options in terms of evaluating teachers' effectiveness:

Classroom observation by administrator(s)	87%
Student academic growth scores (individual growth in student assessments)	79%
Students' daily work/projects/portfolios	69%
Classroom observation by teacher leader(s)	65%
Scores from student assessment(s)	62%
Feedback/surveys of students	49%
Feedback/surveys of parents	39%

Very Useful or Essential

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

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%

29. (S10) Please RATE the usefulness of **LEADS** in doing the following:

Evaluating leaders fairly	43%
Evaluating leaders consistently	42%
Promoting professional learning for leaders	39%
Improving leadership in your school	37%
Providing support to leaders	36%

Very Useful or Essential

30. (S11) To what extent do you agree with the following statements about **LEADS**:

Scheduling meetings/observations is easy	78%
Formative observation conferences provide useful feedback	77%
LEADS set clear expectations	76%
New LEADS 2.0 rubric is effective	74%
LEADS evaluation is easy to complete	70%
LEADS is objective	70%
LEADS is treated as a continuous quality improvement tool, rather than a compliance piece in your district	60%
Online system is user friendly	59%
LEADS helps morale	41%

Somewhat Agree or Strongly Agree

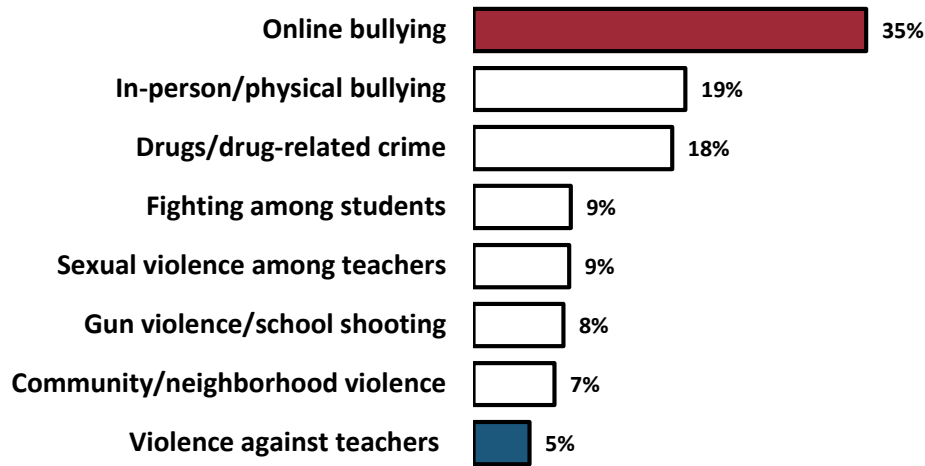31. (S12/T43) **Evaluation and Support** - Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.
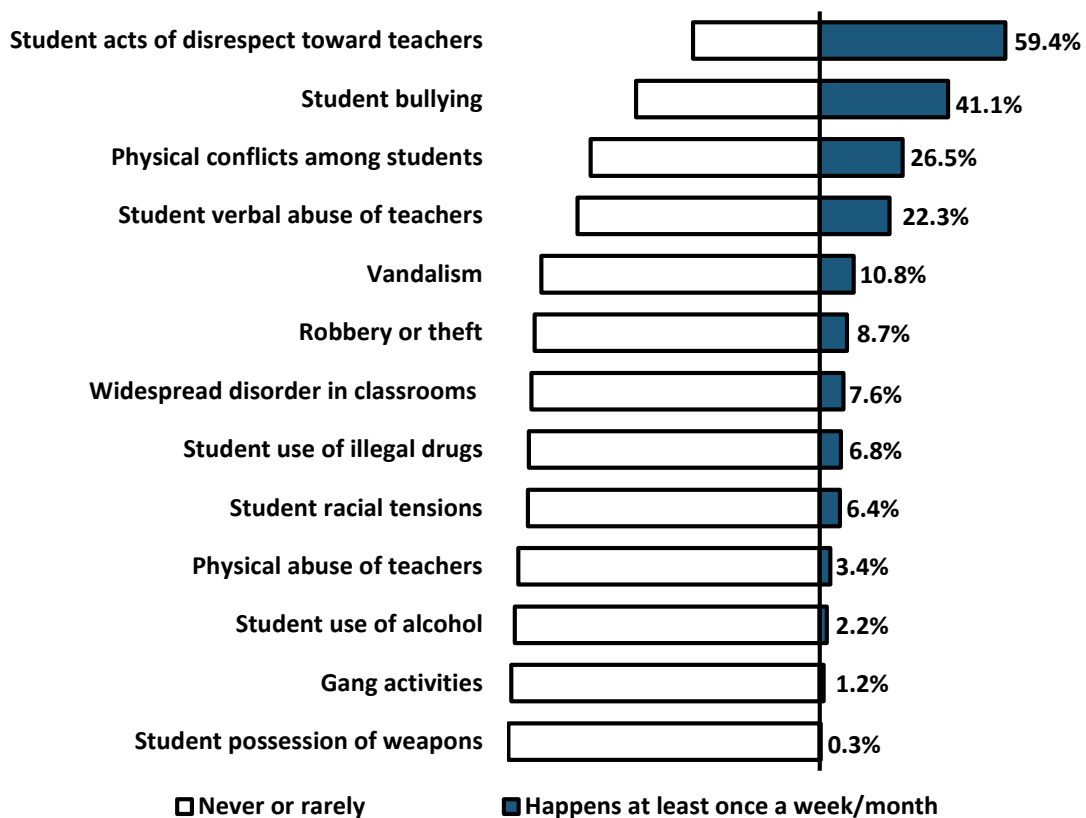
School Accountability

32. How useful is your school-level improvement plan in helping your school plan strategies for improving student achievement?

No school-level improvement plan	1%
Not useful	5%
Somewhat useful	36%
Very useful	38%
Essential	20%
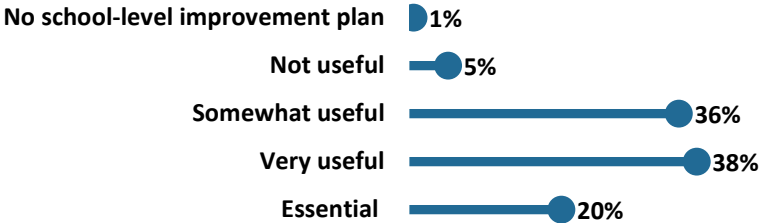
33. How effective has your school improvement plan been in improving student achievement?

No school-level improvement plan	1%
Not effective	7%
Somewhat effective	54%
Very effective	30%
Extremely effective	9%
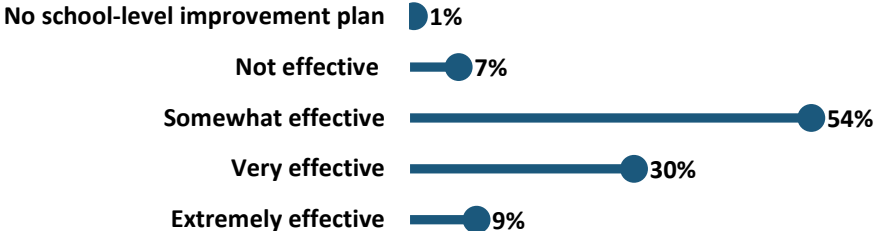
Note: Due to rounding, the responses do not equal 100%.

34. The Arkansas Division of Elementary and Secondary Education assigns a letter grade to each school based on the school's ESSA School Index score. How does the school letter grades affect morale among STAFF at the school?

Does not affect moral	4%
Very negatively	24%
Somewhat negatively	35%
Somewhat positively	21%
Very positively	16%
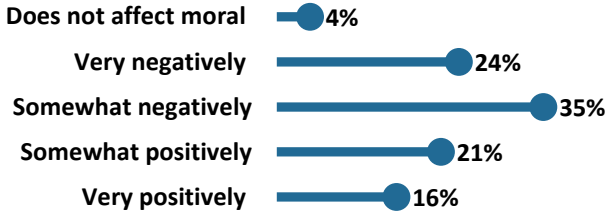
35. The Arkansas Division of Elementary and Secondary Education assigns a letter grade to each school based on the school's ESSA School Index score. How does the school's letter grades affect morale among **STUDENTS** at the school?

Does not affect moral	42%
Very negatively	11%
Somewhat negatively	24%
Somewhat positively	17%
Very positively	7%
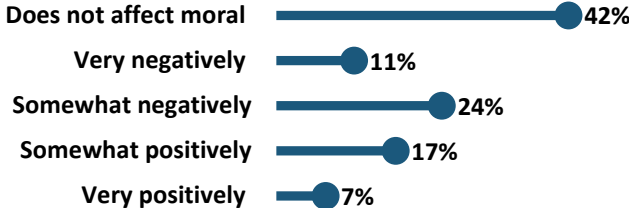
Note: Due to rounding, the responses do not equal 100%.

36. Does your school include 9th, 10th, 11th, or 12th grades?

High School Principals 34%

No 66%
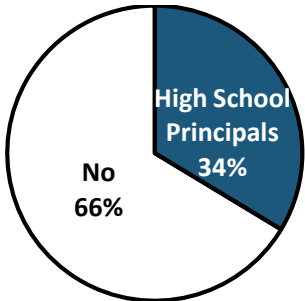
37. Please indicate which elements are included in the student success plans in your school?
(Check all that apply.)

Courses the student will take in high school — 98%
Four- or two- year college planning — 88%
Post-high school jobs — 72%
Post-high school military service — 64%
Civic volunteer roles — 57%
Internships — 41%
Other — 4%
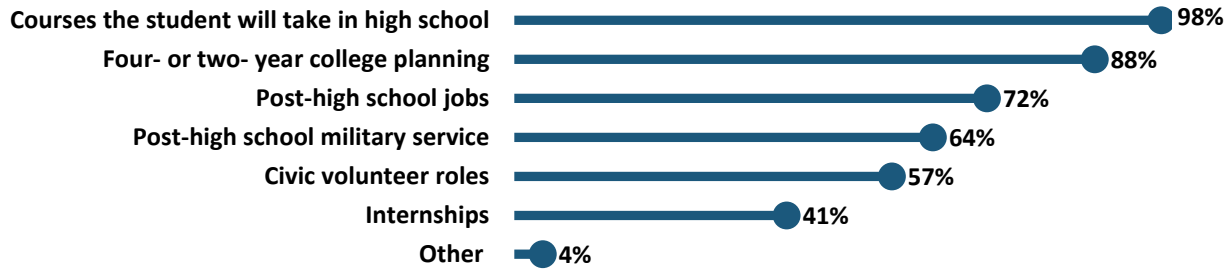
Other, please specify:
Our plan addresses every facet of post-high school life
Aptitudes and Interests; Resumes
Self-awareness surveys
CTE Completer/Concentrator
Student quality of life, school climate/culture, real world application
Goals
Club participation, offices held, volunteer service hours
Career assessment, baseline reading and math data, grades, goals
Assessment scores & reflections, career inventories, learning style inventories, social and emotional learning (SEL), College and Career Readiness lesson, enrichment activities
College and Career Interests, Academic Intervention and Aid, Orientation to Xello

38. Who is involved in creating the individual student success plans? (Check all that apply.)

Counselor(s) — 96%
Student — 89%
Teacher(s) — 71%
Parent(s) — 68%
Administrator(s) — 60%
Other — 4%

Other, please specify:
Career Coach
I do not have to complete student success plans.
Instructional Facilitator
College and Career Coach
Career Coach
College Career Coach
Student Mentors and Career Coach
Career Coach
If a child is pulled for Speech, Special Education, or Occupational Therapy, that person is included.

39. Please indicate the percentage of rising 9th- through 12th- grade students who have a student success plan.

74% or fewer	16%
75-99%	43%
100%	41%
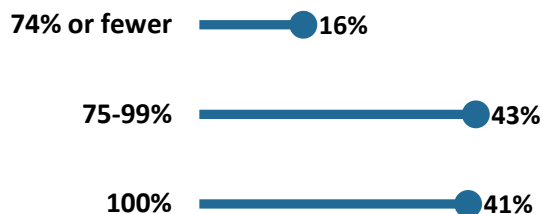
40. Overall, how would you characterize the impact on **students** of creating student success plans?

Very negative	1%
Somewhat negative	7%
Somewhat positive	80%
Very positive	13%
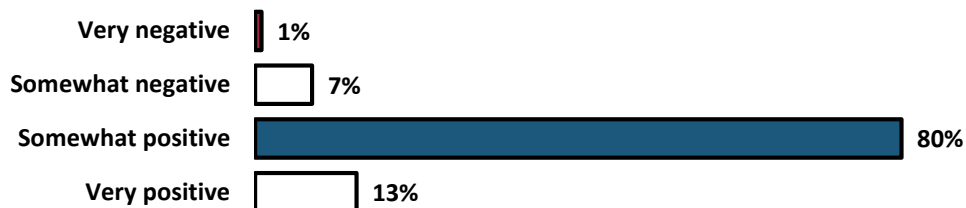
Note: Due to rounding, the responses do not equal 100%.

41. Overall, how would you characterize the impact on **school personnel** of creating student success plans?

Very negative	3%
Somewhat negative	14%
Somewhat positive	75%
Very positive	9%
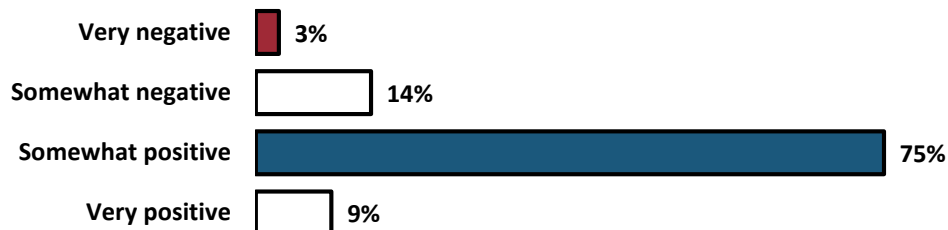
Note: Due to rounding, the responses do not equal 100%.

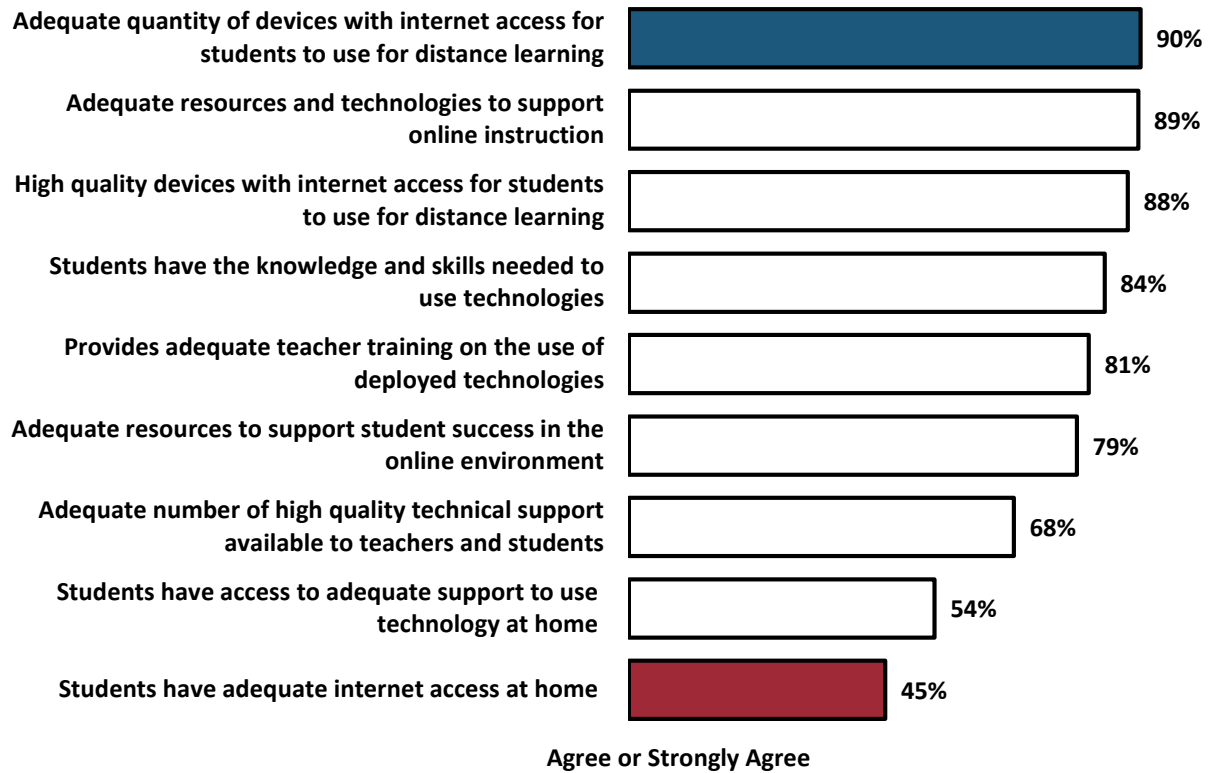42. [S16] **School Accountability** - Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.

Enhanced Student Achievement Funding

43. What is the primary goal your school wants to achieve through the use of ESA funds?

Raise achievement of all students	56%
Close the achievement gap	38%
Address basic needs of students from families in poverty	5%
Other	1%
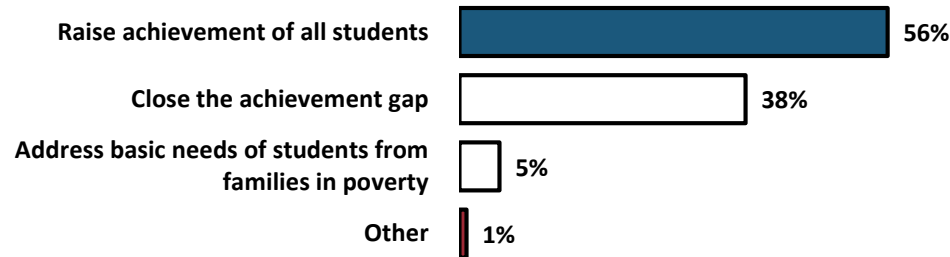
44. **Enhanced Student Achievement Funding** - Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.

English as a Second Language Funding

45. Please rate the extent to which your school's ELL funding meets the school's needs.

Fails to meet the school's needs	Meets or exceeds the school's needs	Not applicable
10%	79%	11%
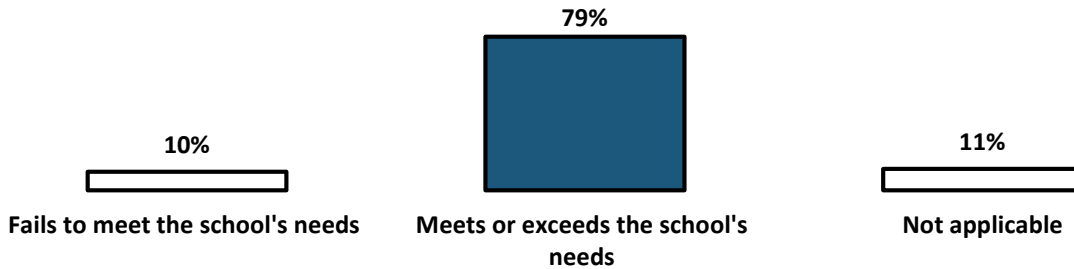
46. **English as a Second Language Funding** - Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.
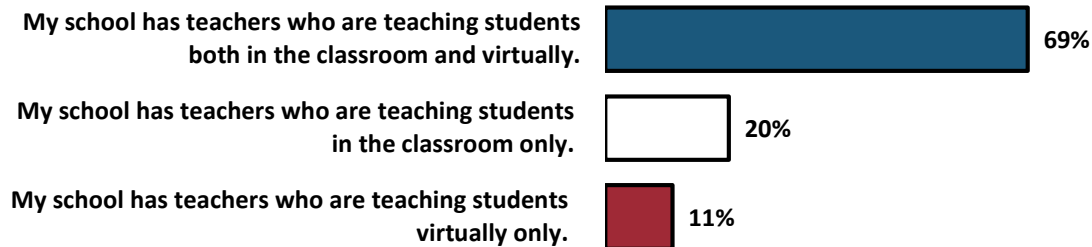
School Safety

47. [T44] When you are at school, how often do you fear for your own physical safety?
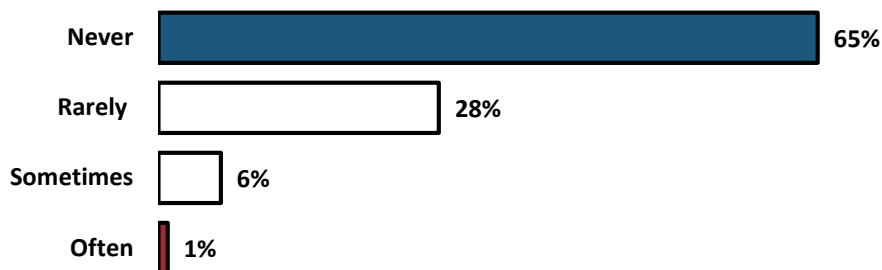
Never	65%
Rarely	28%
Sometimes	6%
Often	1%

48. ^(S30/T45) Please rate the extent to which you are concerned with the following safety issues.

Safety Issue	Percentage
Online bullying	35%
In-person/physical bullying	19%
Drugs/drug-related crime	18%
Fighting among students	9%
Sexual violence among teachers	9%
Gun violence/school shooting	8%
Community/neighborhood violence	7%
Violence against teachers	5%

49. During the 2020-21 school year, to the best of your knowledge, how often did the following types of problems occur at this school? (At this school is defined as activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Unless otherwise specified, this refers to normal school hours or to times when school activities/events are in session.)

Problem Type	Happens at least once a week/month
Student acts of disrespect toward teachers	59.4%
Student bullying	41.1%
Physical conflicts among students	26.5%
Student verbal abuse of teachers	22.3%
Vandalism	10.8%
Robbery or theft	8.7%
Widespread disorder in classrooms	7.6%
Student use of illegal drugs	6.8%
Student racial tensions	6.4%
Physical abuse of teachers	3.4%
Student use of alcohol	2.2%
Gang activities	1.2%
Student possession of weapons	0.3%

☐ Never or rarely   ■ Happens at least once a week/month

50. Is there a **school resource officer** assigned to your building?

No
32%

School has
SRO
68%
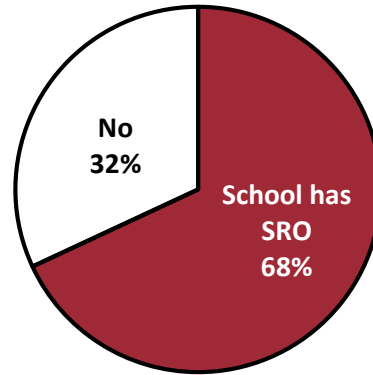
51. How many school resource officers are assigned to your campus?

2 or
more
8%

1 Resource Officer
92%
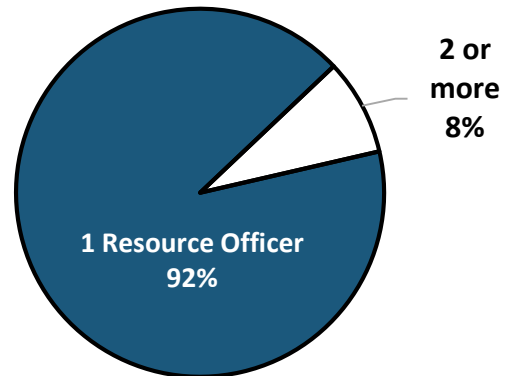
52. How often is a school resource officer present on your campus?

76% to 100% of the time	46%
51% to 75% of the time	14%
26% to 50% of the time	17%
Less than 25% of the time	24%
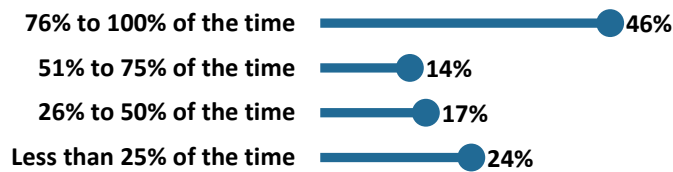
Note: Due to rounding, the responses do not equal 100%.

53. How is your school resource officer funded?

Sch/Dist covers some of the cost, and a law enforcement agency covers some of the cost	65%
Sch/Dist covers the entire cost	27%
A law enforcement agency covers the entire cost	5%
Other	3%
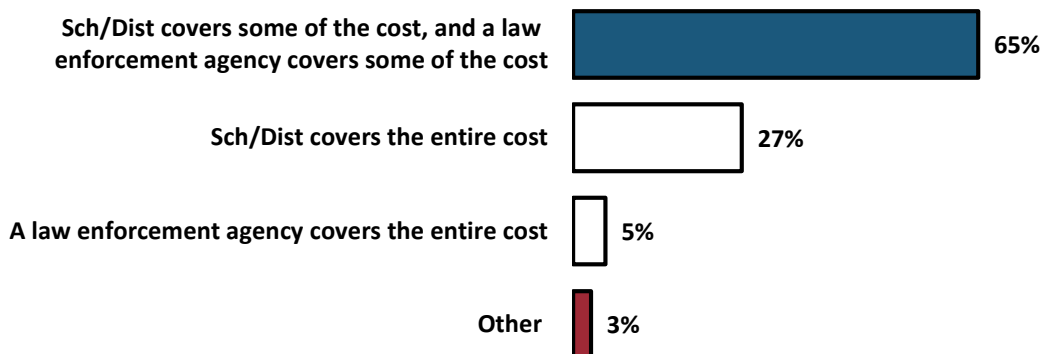
54.[(S32/T48)] **School Safety** -Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.

School Facilities

55. [S33/T49] How would you rate the overall **CONDITION** of your school's facilities including major systems such as electrical, plumbing, and HVAC?

Good/Excellent	70%
Fair	22%
Poor/Very Poor	8%

56. [S34/T50] Please indicate the level to which you agree with each item below in regard to **SPACE** at your school.

1. **Core areas** such as auditorium, cafeteria, gymnasium, and library or media center are appropriately-sized for the school's grade configuration and student population.
2. **Specialized classrooms**, including space dedicated to art, music, science, and technology are appropriately-sized for the school's grade configuration and student population.
3. **Core academic classrooms** are appropriately-sized for the school's grade configuration and student population.

Core Areas (Auditorium, cafeteria, etc.)	87%
Specialized classrooms	86%
Core academic classrooms	81%

Strongly Agree or Agree

57. [S38/T51] **School Facilities** - Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.

Instructional Materials

58. (T52) RATE your **school's supply of high-quality textbooks** and reading materials for students in your school's **classrooms**. If your school is online, rate the supply of high-quality textbooks and reading materials your school makes available to students generally.

59. (T53) Rate your school's supply of **high-quality reading materials** for students in your school's **media center**.

Fails to meet the school's needs 5%

Meets or exceeds the school's needs 95%

Fails to meet needs or N/A 4%

Meets or exceeds the school's needs 96%
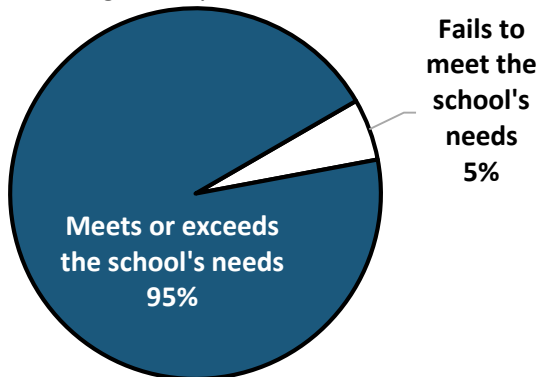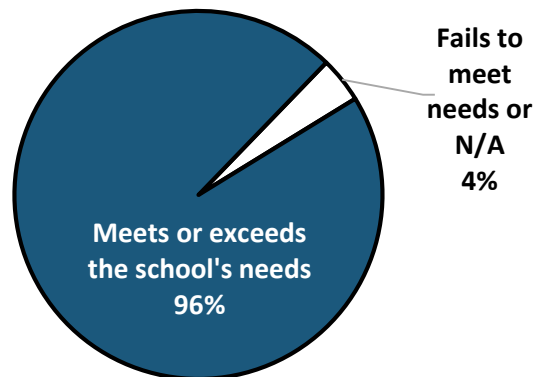
60. **Instructional Materials**(T56) - Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.

Technology and Digital Learning

61. (S39/T57) Indicate the level to which you **agree** with each item below in regard to use of **technology IN THE CLASSROOM.**

School has an adequate quantity of computers & devices for the use of tech	98%
School has high quality computers and devices for the use of tech	93%
School has an adequate # of tech support staff	92%
School has an adequate # of staff w/expertise in integrating tech	87%
School's teachers make good use of tech	86%

Agree or Strongly Agree

62. (S40) Indicate the level to which you **agree** with each item below in regard to the use of **technology** for **DISTANCE TEACHING AND LEARNING**, which includes homework, Alternative Methods of Instruction, and digital learning courses and programs used temporarily or full-time during the pandemic.

Adequate quantity of devices with internet access for students to use for distance learning	90%
Adequate resources and technologies to support online instruction	89%
High quality devices with internet access for students to use for distance learning	88%
Students have the knowledge and skills needed to use technologies	84%
Provides adequate teacher training on the use of deployed technologies	81%
Adequate resources to support student success in the online environment	79%
Adequate number of high quality technical support available to teachers and students	68%
Students have access to adequate support to use technology at home	54%
Students have adequate internet access at home	45%

Agree or Strongly Agree

63. (S41/T59) How sufficient is your school district's broadband in allowing for smooth operations of all instructional and administrative functions?

64. (S42/T60) How sufficient is your community's broadband in allowing for smooth operations of all instructional and administrative functions?

	Never or Rarely Sufficient	About half the time	Most or All of the time
School District Broadband	3%	10%	86%
Community Broadband	18%	21%	61%

■ School District Broadband   □ Community Broadband
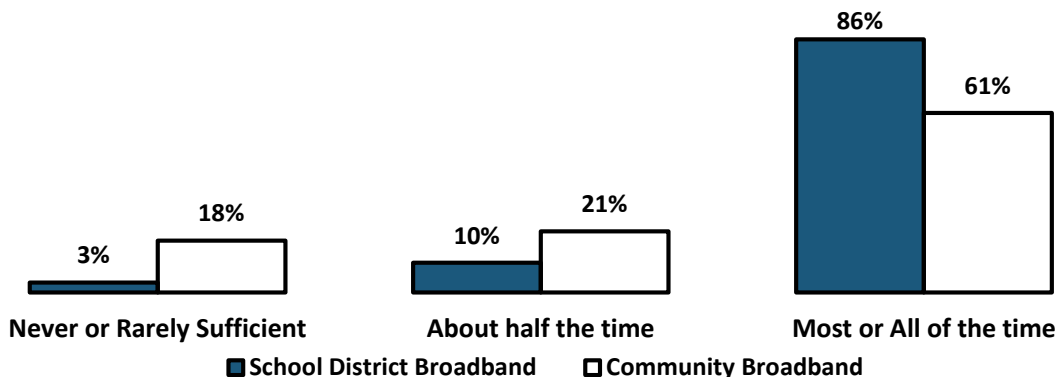
65. (S50/T61) **Technology and Digital Learning** - Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.

COVID-19

66. During the 2020-21 school year, which of the options below best describes the effect of the coronavirus on instruction at your school:

My school currently offers a hybrid of in-person and distance-learning instruction because of the coronavirus pandemic. 89%

My school currently offers only in-person instruction with additional safety precautions because of the coronavirus pandemic. 6%

My school currently offers only distance-learning instruction because of the coronavirus pandemic. 3%

There is currently no effect on the instruction we offer because of the coronavirus pandemic. 3%

Note: Due to rounding, the responses do not equal 100%.

67. During the 2020-21 school year, how are individual teachers in your school delivering instruction?

My school has teachers who are teaching students both in the classroom and virtually. 69%

My school has teachers who are teaching students in the classroom only. 20%

My school has teachers who are teaching students virtually only. 11%

68. To what extent do you agree or disagree with the following statement: I had the support and resources I needed to be effective as the principal of this school during the coronavirus pandemic in the 2020-21 school year.

Strongly disagree 5%

Somewhat disagree 16%

Somewhat agree 45%

Strongly agree 35%
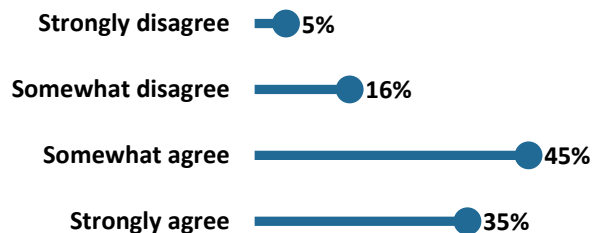
Note: Due to rounding, the responses do not equal 100%.

69. BEFORE the coronavirus pandemic in the 2020-21 school year, did this school assign a computer or digital device to each student?

No — 38%
Yes, for use at school only — 36%
Yes, that students were allowed to take home — 26%
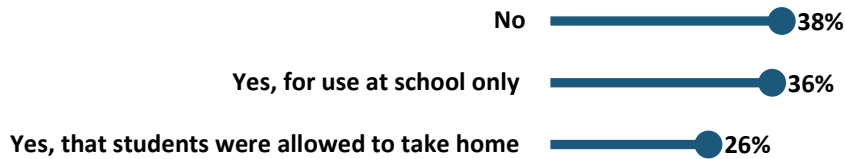
70. During the coronavirus pandemic in the 2020-21 school year, did you distribute computers or digital devices to students to take home?

Yes, we distributed computers or digital devices to all students to take home — 71%
Yes, we distributed computers or digital devices to students who did not have access to one at home — 20%
No — 9%
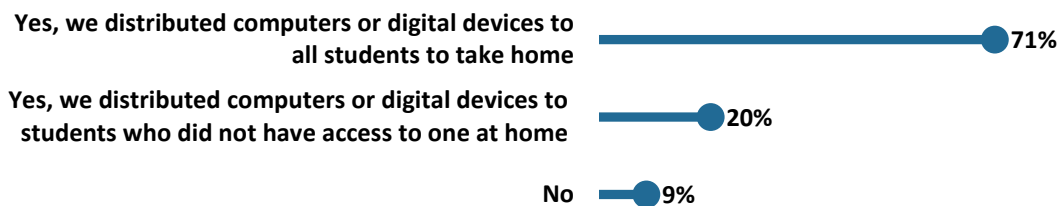
71. During the coronavirus pandemic in the 2020-21 school year, how did this school help students who had no internet access at home? (Check all that apply.)

We sent home hotspots or other devices to help students access the internet at home — 50%
We offered spaces where students could safety access free Wi-Fi internet — 33%
We worked with internet providers to help students access the internet at home — 15%
We did not take any steps to help students access the internet — 1%
Other — 0.5%
All of the students at this school already had internet access at home — 0.5%

72. [S54/T66] **COVID-19** – Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.

73. [S55/T67] **Overall** - Respondents were allowed to make overall comments some of which will be used in relevant adequacy reports.

Adequacy Study Teacher Survey Responses

2022 ADEQUACY STUDY

JANUARY 3, 2022

Prepared for the Interim Senate Committee on Education

and the Interim House Committee on Education

Table of Contents

Teacher Survey Date Information

April 8, 2021	Survey Started
May 12, 2021	Survey Completed 1,018 of 1,865
Response Rate	55%

The letters and numbers in parentheses following some question numbers[S#/P#] indicate where similar questions can be found in the superintendent and principal survey responses.

Background and Teacher Preparation

1[S1/P1]. Are you of Hispanic or Latino origin?

Hispanic or Latino 8%

Not Hispanic or Latino 92%

2. [S2/P2] How would you describe yourself?

White 90%

American Indian or Alaska Native 1%

Asian 1%

Black or African American 5%

Native Hawaiian or Other Pacific Islander 0.1%

Two or more races 3%
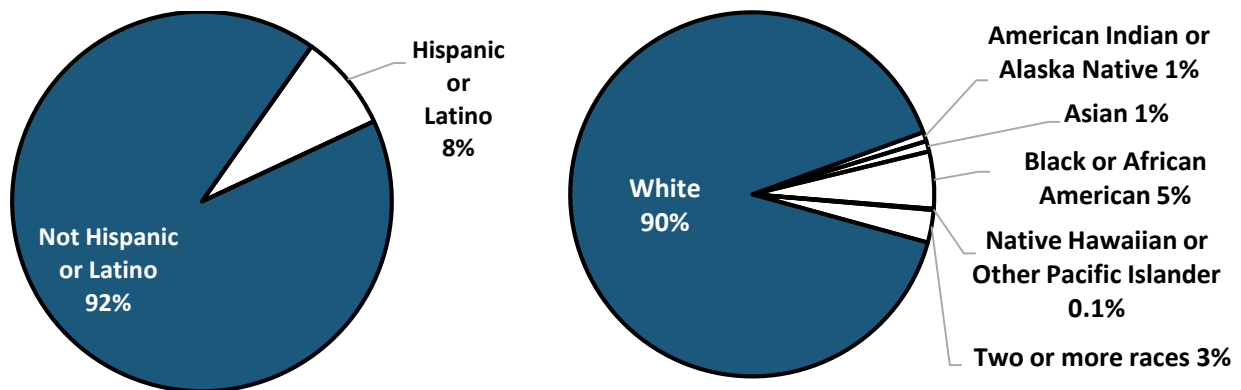
Note: Due to rounding, the responses do not equal 100%.

3. Current **PRIMARY** position

Current Primary Position	Total Count	% of All Teachers
Elementary Classroom Teacher	255	25%
Special Education Teacher	103	10%
English Classroom Teacher	95	9%
Math Classroom Teacher	87	9%
Science Classroom Teacher	74	7%
Social Studies Classroom Teacher	63	6%
Career-Tech Classroom Teacher	49	5%
Other Elective Class Teacher	47	5%
Guidance Counselor	42	4%
*Other	**42**	**4%**
Music Classroom Teacher (Including Band, Orchestra, etc.)	35	3%
Art Classroom Teacher	30	3%
Media Specialist	28	3%
Instructional Facilitator	19	2%
Athletic Coach	14	1%
P.E. Classroom Teacher	14	1%
Gifted and Talented Teacher	10	1%
ALE Teacher	6	1%
English as 2nd Language Teacher	4	0.4%

*Other **PRIMARY** positions listed above include the following:

Other Primary Positions	Total Count	% of All Teachers
Reading or Dyslexia Interventionist/ Practitioner	17	2%
Interventionist	5	0.5%
Speech Language Pathologist	3	0.3%
Math Interventionist	2	0.2%
Asst. Principal/Pre-K Director	1	0.1%
Athletic Director	1	0.1%
Career Development Facilitator	1	0.1%
Computer Lab Instructor	1	0.1%
Computer Science Teacher	1	0.1%
EAST Teacher	1	0.1%
Engineering and Science Teacher	1	0.1%
Family and Consumer Science Teacher	1	0.1%
Foreign Language	2	0.2%
Journalism/Yearbook/Newspaper/Literary Magazine/Reading	1	0.1%
Library Media	1	0.1%
SPED Lead Facilitator-Designee	1	0.1%
Migrant Tutor	1	0.1%
Math Facilitator	1	0.1%

4. If you have another teaching role (e.g., you serve as an ESL teacher and you teach a foreign language), please enter your **SECONDARY** position below.

Secondary Position	Total Count	% of All Teachers
Athletic Coach	61	6%
*Other	**52**	**5%**
Other Elective Class Teacher	29	3%
Social Studies Classroom Teacher	19	2%
Elementary Classroom Teacher	17	2%
Science Classroom Teacher	17	2%
English as a 2nd Language Classroom Teacher	17	2%
English Classroom Teacher	15	1%
Special Education Teacher	13	1%
Career-Tech Classroom Teacher	8	1%
Guidance Counselor	7	1%
Math Classroom Teacher	7	1%
Instructional Facilitator	7	1%
P.E. Classroom Teacher	7	1%
Gifted and Talented Teacher	5	0.5%
Music Classroom Teacher (Including Band, Orchestra, etc.)	5	0.5%
Media Specialist	2	0.2%
ALE Teacher	2	0.2%
Art Classroom Teacher	1	0.1%
N/A	726	71%

Other SECONDARY positions listed above include the following:

Other Secondary Position	Total Count	% of All Teachers
Reading Teacher or Interventionist	8	0.8%
Advanced Placement Educator/Coordinator	4	0.4%
Department Chair	3	0.3%
ESL or ESOL Teacher/ Coordinator	3	0.3%
Bus Driver	2	0.2%
Advisor	2	0.2%
Foreign Language Teacher	2	0.2%
Interventionist	2	0.2%
504 Coordinator	1	0.1%
Academic Hall Classroom Manager	1	0.1%
ACT - Prep Teacher	1	0.1%
Archery	1	0.1%
Behavior Specialist	1	0.1%
Career Development Teacher	1	0.1%
CBI Art Teacher-Special Needs and Handicapped Students	1	0.1%
Cheer Coach/Sponsor	1	0.1%
College Comp I and II Teacher	1	0.1%
Computer Science Teacher	1	0.1%
Credit Recovery	1	0.1%
Drivers Education	1	0.1%
History	1	0.1%
Mentor	1	0.1%
Preschool Program Director	1	0.1%
Small Group Instruction: Reading and Math	1	0.1%
Robotics	1	0.1%
School Psychology Specialist	1	0.1%
SPED Designee	1	0.1%
STEM	1	0.1%
Student Leadership Course Teacher	1	0.1%
Teacher of the Visually Impaired	1	0.1%
Technology	1	0.1%
Testing Coordinator	1	0.1%
Virtual PE Teacher	1	0.1%
Work-Based Learning Coordinator	1	0.1%

5. Total years of teaching experience, not including this year. Enter 0 if 2020-21 is your first year.

Experience	Percentage
0 to 5 years	25%
6 to 15 years	35%
16 to 30 years	33%
31+ years	8%
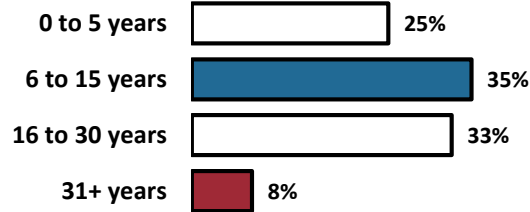
Note: Due to rounding, the responses do not equal 100%.

6. What was your **MAIN activity** the year before you began teaching at the K-12 or comparable ungraded level?

Teaching Activity	Total Teacher Count	Percentage of All Teachers
Student at a college or university	563	55%
Working in an occupation outside the field of education	225	22%
Working as a substitute teacher	74	7%
Working in a position in the field of education, but not as a teacher	66	6%
Caring for family members	37	4%
Teaching in a preschool	28	3%
Teaching at a college or university	13	1%
Military service	6	1%
Retired from another job	3	0.3%
Unemployed and seeking work	2	0.2%

7. Did you enter teaching through an **alternative route** to certification program? (An alternative route to certification program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative route to certification program.)

Alternative Certification 21%

Traditional Certification 79%
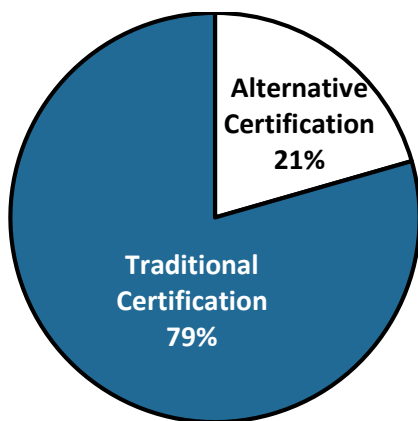
8. Please indicate your satisfaction with the following components of your teacher preparation and current position. (Answers reflect percentage of responses for each item.)

Component	Satisfied or Very Satisfied
Graduate courses in major content area	95%
Undergraduate courses in major content area	94%
Graduate courses in education	94%
Teamwork among teachers	93%
Teaching internship	91%
Undergraduate courses in education	90%
Support from school administration	87%
Alternative Preparation Program	84%
State-mandated mentoring you received	80%
Amount of planning time	65%
Parent involvement	60%

Satisfied or Very Satisfied

9. In your **FIRST year** of teaching, how well prepared were you to: 10. **This YEAR**, how well prepared were you to:

	FIRST year	This YEAR
Teach students who are LEP or ELLs	17%	63%
Teach students with special needs	28%	75%
Handle a range of classroom mgmt. or discipline situations	38%	94%
Use data from student assessments to inform instruction	38%	87%
Differentiate instruction in the classroom	43%	88%
Use computers in classroom instruction	47%	90%
Use a variety of instructional methods	50%	93%
Assess students	52%	91%
Teach to state content standards	61%	94%
Teach your subject matter	69%	96%

Well or Very Well Prepared

11. **Background and Teacher Preparation** - Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.

Teaching Environment and Working Conditions

12. Do you receive at least 200 minutes per week to schedule conferences and plan instruction?

Yes, every week	57%
Most weeks	25%
Some weeks	9%
Rarely	6%
No, never	3%
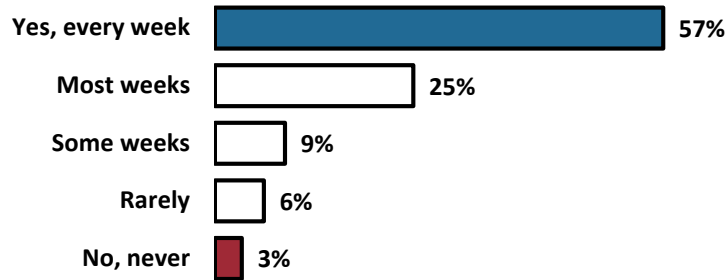
13. Is your planning time provided in increments of at least 40 minutes during the instructional day?

Yes, every week	77%
Most weeks	14%
Some weeks	5%
Rarely	2%
No, never	2%
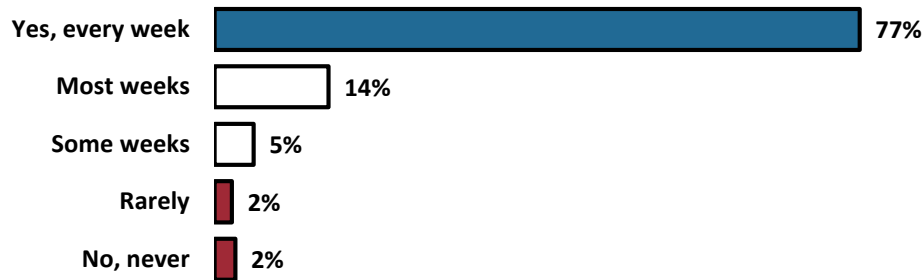
14. During your most recent **FULL WEEK** of teaching at **THIS school**, what is the **average number of students** you taught at any one time in a single class?

Avg. Number of Students Taught At Any One Time in a Single Class (excluding '0' responses)	19.6
Maximum Number of Students Taught At Any One Time in a Single Class	90

15. Are you a Guidance Counselor ?

Yes 7%

No (skip to #17) 93%
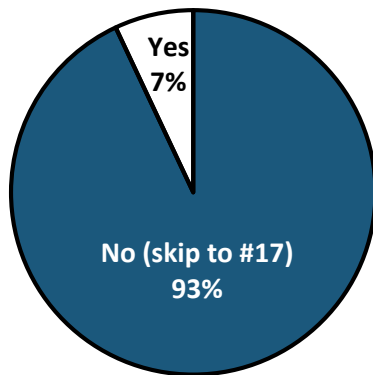
16. On average, what percentage of your time do you spend on **direct services** and/or **administrative activities** in the 2020-21 school year?   (Guidance Counselors Only)

Admin. Services 24%

Direct Services 71%
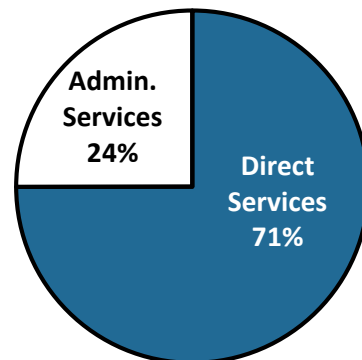
17. Please **rate** the importance of the following options in terms of why you chose to teach at your current school?

School leadership	73%
Proximity to family	70%
Community's quality of life	69%
Salary	61%
School's rating or reputation	55%
Benefits	54%
Workload	46%
Student population	38%
Spouse's occupation	37%

Very or Extremely Important
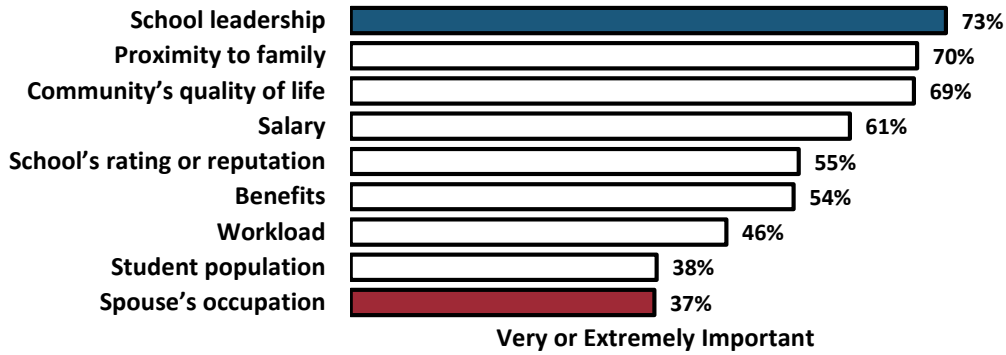
18. To what extent do you agree or disagree with each of the following statements?

	Somewhat or Strong Disagree	Somewhat or Strongly Agree
I am generally satisfied with being a teacher at this school.	6%	94%
Most of my colleagues share my beliefs and values about what the central mission of the school should be.	9%	91%
I make a conscious effort to coordinate the content of my courses with that of other teachers.	10%	90%
The school administration's behavior toward the staff is supportive and encouraging.	12%	88%
Necessary materials such as textbooks, supplies, and copy machines are available as needed by the staff.	12%	88%
My principal enforces school rules for student conduct and backs me up when I need it.	12%	88%
There is a great deal of cooperative effort among the staff members.	12%	88%
The principal knows what kind of school he or she wants and has communicated it to the staff.	13%	87%
In this school, staff members are recognized for a job well done.	24%	76%
I am given the support I need to teach students with special needs.	27%	73%
Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.	29%	71%
Routine duties and paperwork interfere with my job of teaching.	40%	60%
I am satisfied with my teaching salary.	41%	59%
I receive a great deal of support from parents for the work I do.	42%	58%
State or district content standards have had a positive influence on my satisfaction with teaching.	43%	57%
The amount of student tardiness and class cutting in this school interferes with my teaching.	53%	47%
The level of student misbehavior in this school (such as noise, horseplay or fighting in the halls, cafeteria, or student lounge) interferes with my teaching.	65%	35%
I worry about the security of my job because of the performance of my students or my school on state and/or local tests.	71%	29%

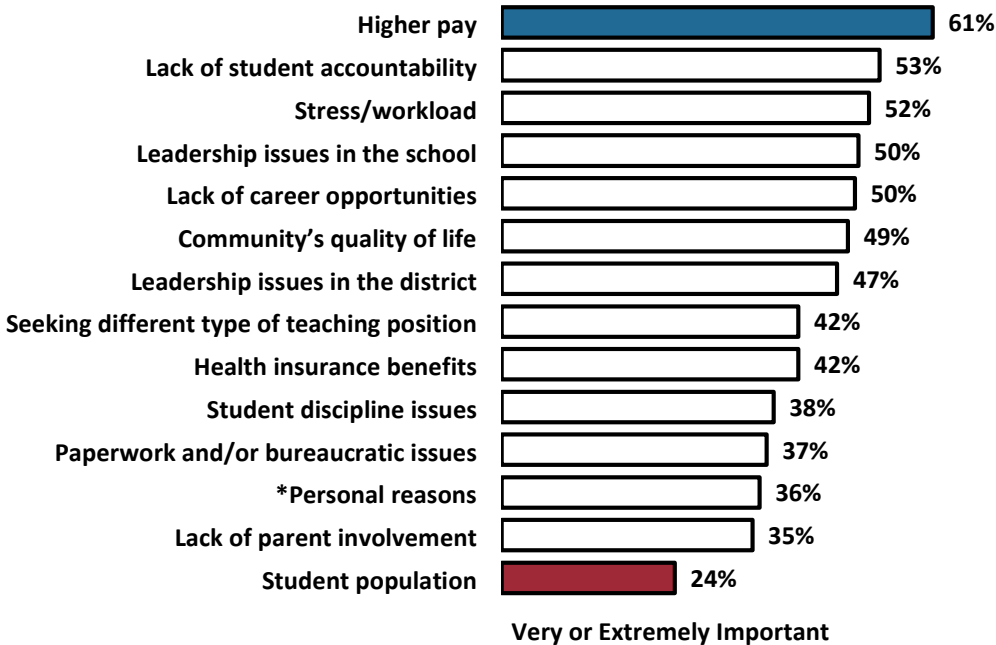19. **Teaching Environment and Working Conditions** - Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.

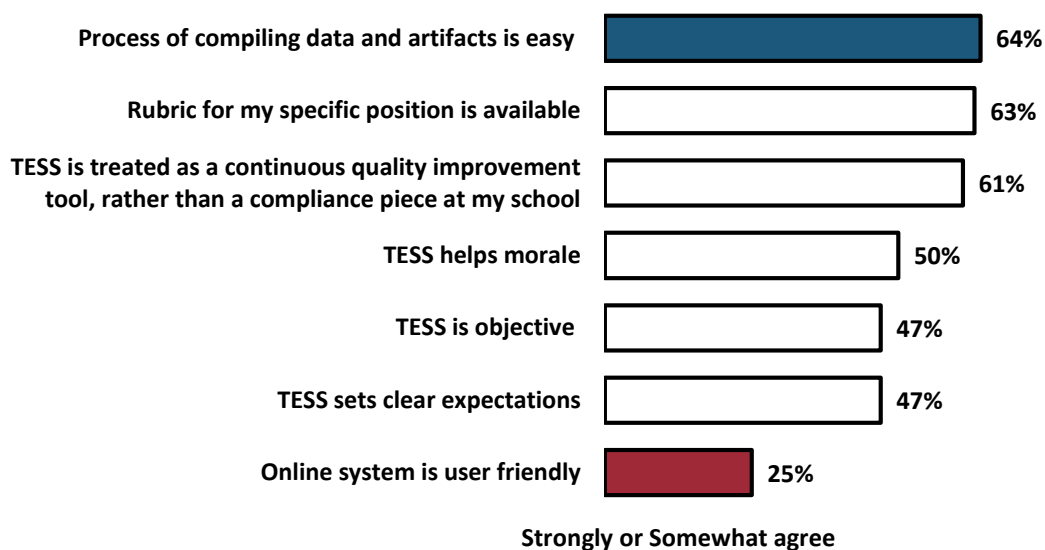## General Employment Information

20. DURING THE 2020-21 SCHOOL YEAR, what is your base (excludes benefits) teaching salary for the entire school year? (Report amounts in whole dollars)

Average Base Salary	$ 49,113

Note: Includes Part-time and Full-Time Teachers

21a. During the summer of 2020, did you have any earnings from teaching summer school in this school or any other school?

Yes 2%
No 98%
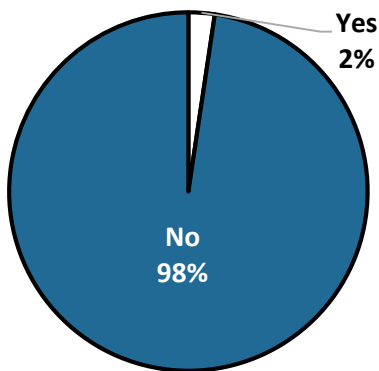
21b. During the summer of 2020, did you have any earnings from working in a non-teaching job in this school or any other school?

Yes 4%
No 96%
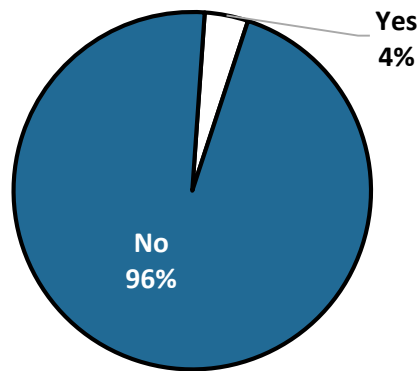
21c. During the summer of 2020, did you have any earnings from working in a non-school setting?

Yes 11%
No 89%
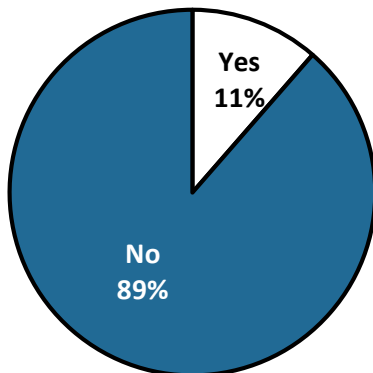
22. DURING THE 2020-21 SCHOOL YEAR, do you, or will you, earn any additional compensation from this school system for extracurricular or additional activities?

Yes 30%
No 70%
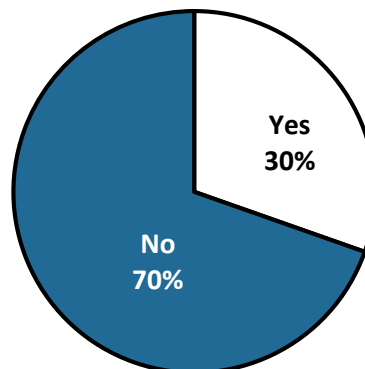
23. DURING THE 2020-21 SCHOOL YEAR, do you, or will you, earn any additional compensation from this school system based on your students' performance (e.g., through a merit pay or pay-for-performance agreement)?

Yes 1%
No 99%
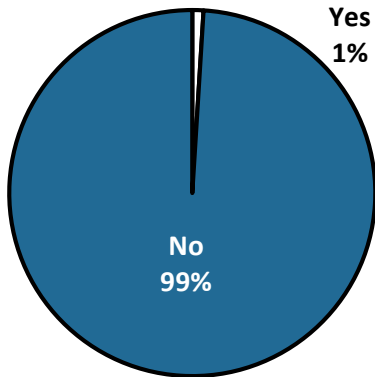
24. DURING THE 2020-21 SCHOOL YEAR, have you earned income from any OTHER sources from this school system, such as a state supplement, etc.?

Yes 9%
No 91%
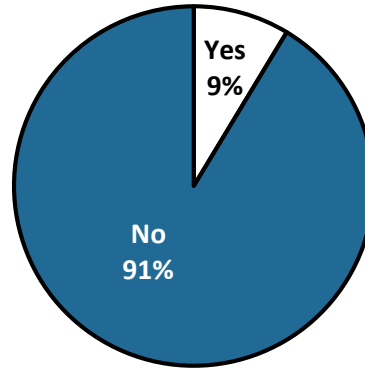
25. DURING THE 2020-21 SCHOOL YEAR, do you, or will you, earn additional compensation from working in any job OUTSIDE this school system?

Yes 14%
No 86%
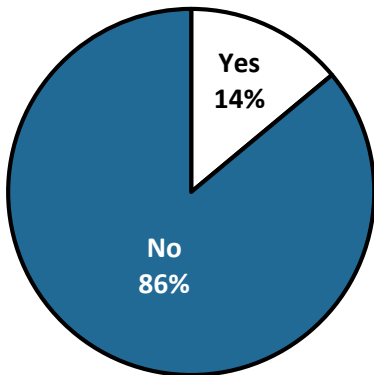
25a. Which of these best describes this job OUTSIDE this school system?

Teaching or tutoring 18%
Non-teaching, related to teaching 23%
Other 59%
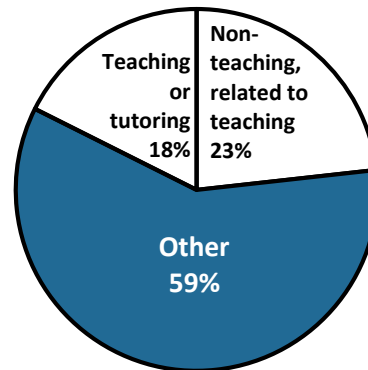
26. Other than money you may have borrowed from family or friends, did you take out any type of student loans to help pay for your undergraduate or graduate education?

No 46%
Yes 54%
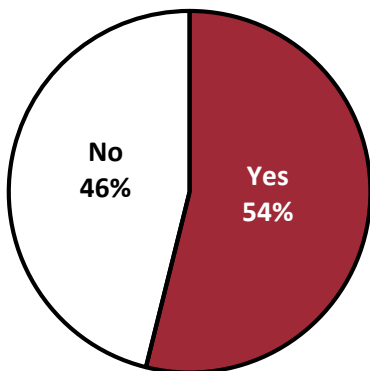
27. Do you still owe all, some, or none of the amount that you borrowed?

None 35%
All or Some 65%
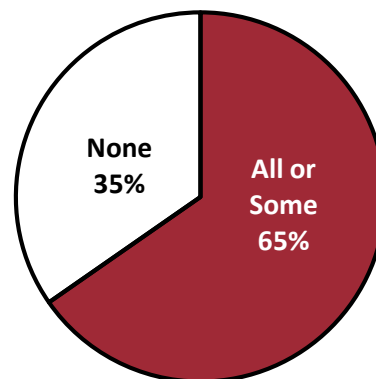
28. How much do you typically pay each month on your student loans? (Report amounts in whole dollars)

Average Monthly Payment	**$295.57**
Maximum Monthly Payment	$1,200

29. Please indicate your level of stress regarding your student loan debt. Would you say your level of stress is:

Level	Percentage
Very High	26%
High	20%
Moderate	20%
Low	11%
Very low	22%
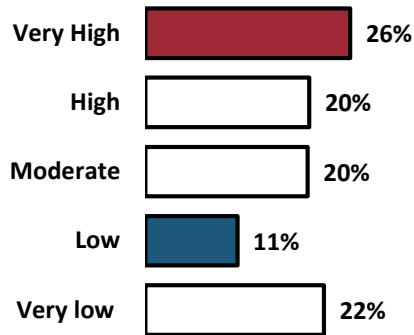
30. Please indicate whether your student loan debt has influenced your employment plans and decisions in any of the following ways. Did you:

30a. Have to work at more than one job at the same time because of your student loan debt?

Yes 32%
No 68%
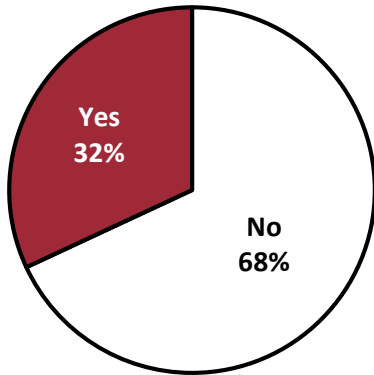
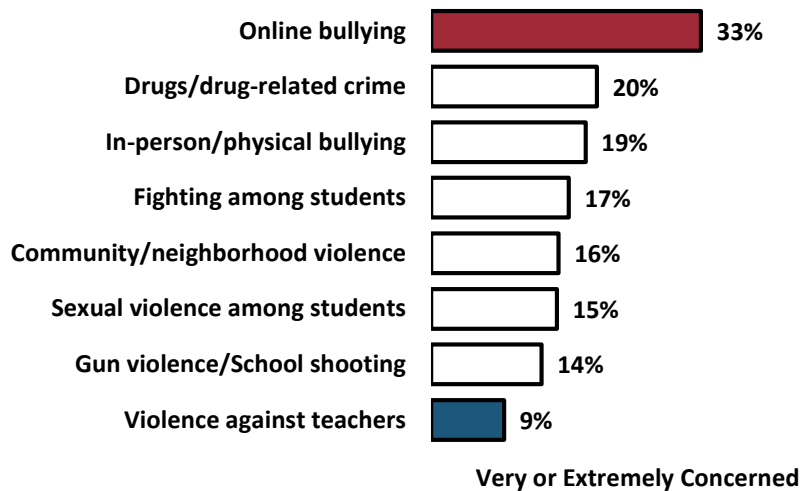30b. Take a less desirable job because of your student loan debt?

Yes 25%
No 75%
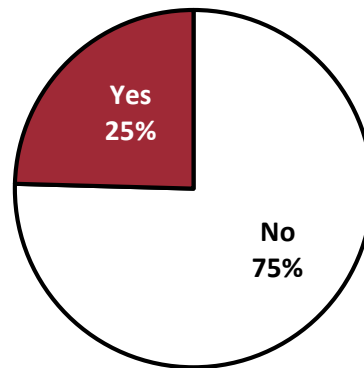
31. **General Employment Information** - Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.

Career/Retirement
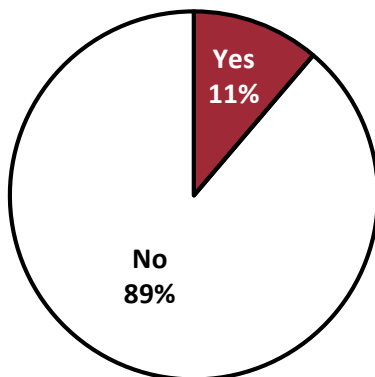
32. Please select the statement that best applies to your situation.

Not considering transferring	80%
Considering transferring outside my school district only	8%
Considering transferring within my school or school district	8%
Considering transferring within my school district only	4%
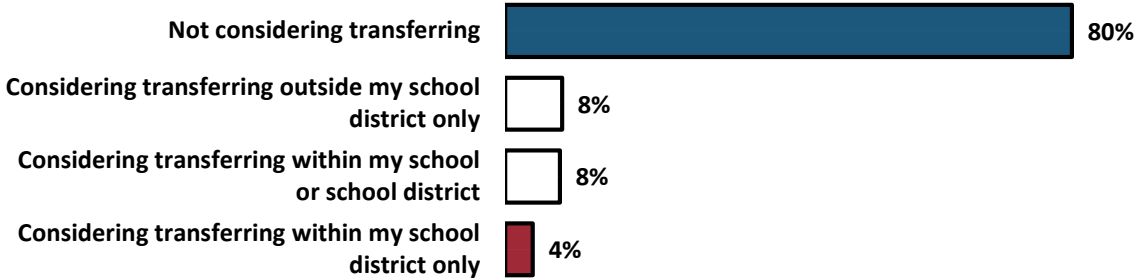
32a. Please RATE the importance of the following options as to why you are currently considering transferring to another school or school district.

|	
Higher pay	61%
Lack of student accountability	53%
Stress/workload	52%
Leadership issues in the school	50%
Lack of career opportunities	50%
Community's quality of life	49%
Leadership issues in the district	47%
Seeking different type of teaching position	42%
Health insurance benefits	42%
Student discipline issues	38%
Paperwork and/or bureaucratic issues	37%
***Personal reasons**	36%
Lack of parent involvement	35%
Student population	24%

Very or Extremely Important

* Spouse's job change, aging/ill parent, etc.

33. Do you work in a high poverty or remote rural community?

- No 34%
- Yes (skip to #34) 66%
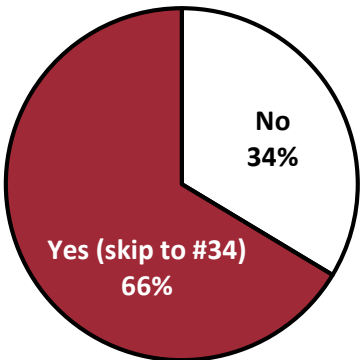
33a Under what conditions, if any, would you be willing to relocate to teach at a school in a high-poverty or remote rural community? (Check all that apply)

Condition	Percentage
None	23%
Higher salary	22%
Better benefits	15%
School leadership	12%
Closer to family and friends	11%
Student loan forgiveness	9%
Promotion	7%
Other	1%
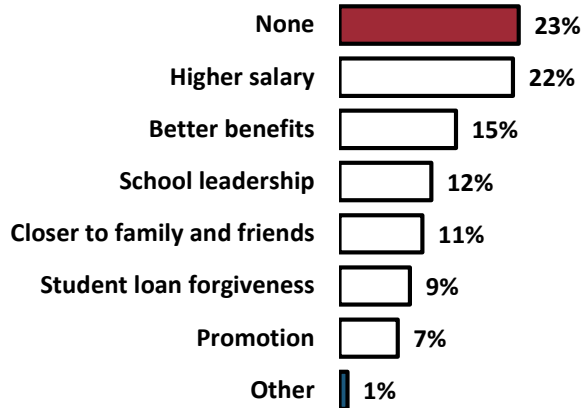
Other Responses
Student behavior
Teaching assignment to preferred courses
Flexibility in both discipline and curriculum
Teaching band or choir instead of elementary
Coaching position
Virtual Teaching in a Rural community where I can work from home where I currently live.... I would love to do that!
New Tech School

34. Are you currently considering leaving the teaching profession?

Yes 20%

No (skip to #35) 80%

34a. Please **RATE** the importance of the following options as to why you are currently considering leaving the teaching profession?

Option	Very or Extremely Important
Stress/workload	75%
Lack of respect for the profession	68%
Higher pay	65%
Lack of student accountability	57%
Paperwork and/or bureaucratic issues	56%
Health insurance benefits	50%
Student discipline issues	44%
Leadership issues in the district	41%
TESS	39%
Retirement	39%
Leadership issues in the school	39%
Lack of career opportunities	36%
Standardized testing	30%
Personal reasons	27%
Lack of parent involvement	27%
Personal skills and abilities are better suited to another profession	20%
Seeking position in administration	9%

Very or Extremely Important

35. Which statement best describes how long you plan to remain in teaching?

As long as I am able	33%
Until I am eligible for retirement benefits from this job	29%
Undecided at this time	19%
Until a more desirable job opportunity comes along	7%
Until a specific life event occurs (e.g. parenthood, marriage, retirement of spouse or partner)	5%
Until I am eligible for Social Security benefits	3%
Definitely plan to leave as soon as I can	3%
Until I am eligible for retirement benefits from a previous job	0.5%

36. How close are you to retirement?

0 Within 1 year	4%
1-10 years	30%
11-20 years	31%
21-30 years	23%
31-40 years	8%
41 or more years	3%
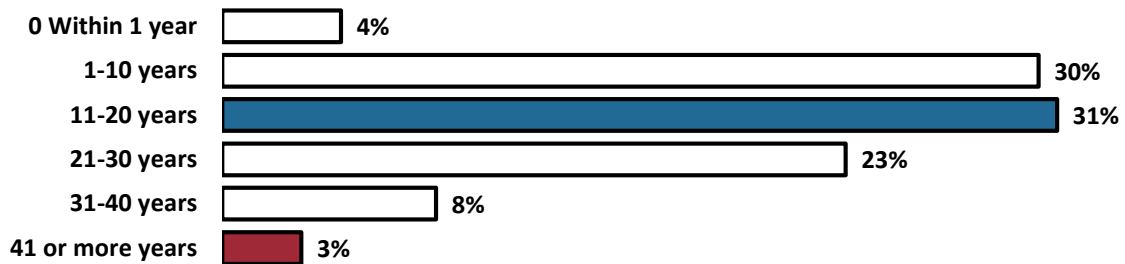
37. **Career/Retirement** - Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.

Evaluation and Support

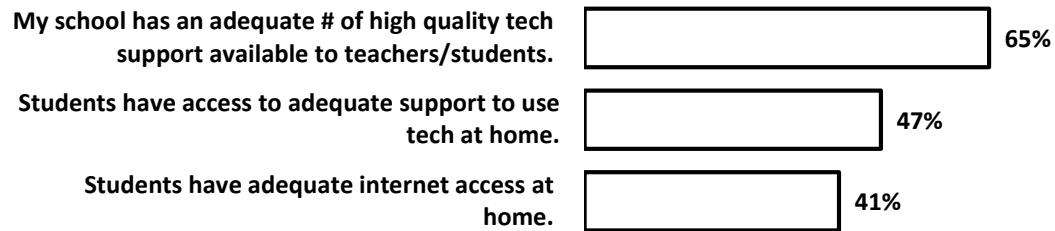38. [P25] Please **RATE** the usefulness of **TESS** in doing the following:

Evaluating teachers consistently	24%
Evaluating teachers fairly	23%
Promoting professional learning for teachers	21%
Improving teaching in your school	18%
Providing support to teachers	15%

Very useful/Essential
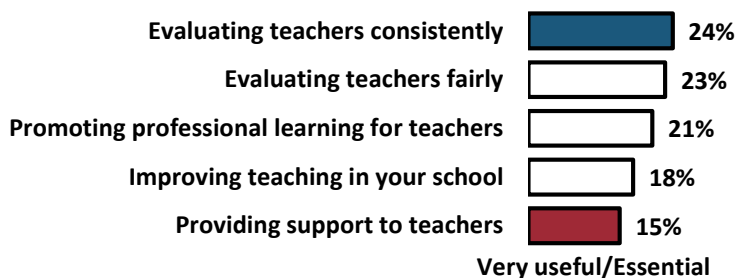
Note: Due to rounding, the responses do not equal 100%.

39. [P26] To what extent do you **agree** with the following statements about **TESS**:

Process of compiling data and artifacts is easy	64%
Rubric for my specific position is available	63%
TESS is treated as a continuous quality improvement tool, rather than a compliance piece at my school	61%
TESS helps morale	50%
TESS is objective	47%
TESS sets clear expectations	47%
Online system is user friendly	25%

Strongly or Somewhat agree

40. [P27] Please **RATE** the usefulness of the following options in terms of evaluating teachers' effectiveness:

Students' daily work/projects/portfolios	59%
Classroom observation by teacher leader(s)	51%
Classroom observation by administrator(s)	45%
Feedback/surveys of students	45%
Student academic growth scores (individual growth in student assessments)	36%
Scores from student assessment(s)	32%
Feedback/surveys of parents	31%

Very Useful or Essential

41. DURING THE 2020-21 SCHOOL YEAR, how often did you receive **professional development** provided by the following options:

	Never or Rarely	Occasionally or Most or All of the Time
District-provided PD NOT using Ark. IDEAS	13%	87%
School-provided PD NOT using Ark. IDEAS	15%	85%
Ark. IDEAS (Dist, school, or ind. facilitated)	17%	83%
Collaboration with other educators/staff	22%	78%
PD provided by educational cooperatives	44%	56%
Conferences or workshops	50%	50%
College graduate level courses	82%	18%

■ **Never or Rarely**   ■ **Occasionally or Most or All of the Time**

42. Please **RATE** the **usefulness** of each form of **professional development** in terms of enhancing your teaching and knowledge.

	Somewhat or Not Useful	Very Useful or Essential
Collaboration with other educators/staff	12%	88%
Conferences or workshops	28%	72%
School-provided PD NOT using Ark. IDEAS	38%	62%
District-provided PD NOT using Ark. IDEAS	43%	57%
PD provided by educational cooperatives	44%	56%
College graduate level courses	45%	55%
Ark. IDEAS (Dist, school, or ind. facilitated)	52%	48%

■ **Somewhat or Not Useful**   ■ **Very Useful or Essential**

43. [S12/P31] **Evaluation and Support** - Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.

School Safety
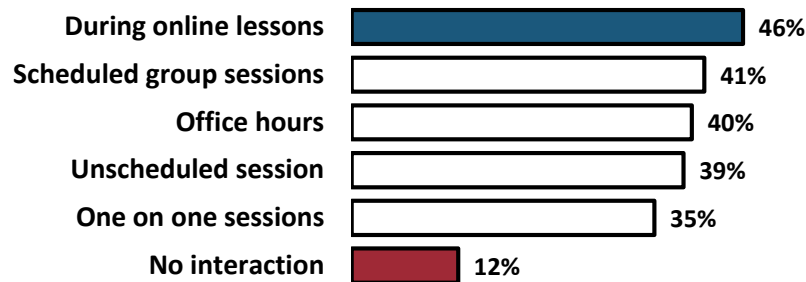
44. [P47] When you are at school, how often do you fear for your own physical safety?

Never	55%
Rarely	33%
Sometimes	11%
Often	1%
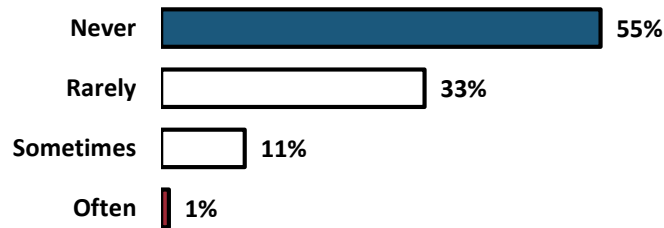
45. [S30/P48] Please **rate** the extent to which you are concerned with the following safety issues.

Online bullying	33%
Drugs/drug-related crime	20%
In-person/physical bullying	19%
Fighting among students	17%
Community/neighborhood violence	16%
Sexual violence among students	15%
Gun violence/School shooting	14%
Violence against teachers	9%

Very or Extremely Concerned

46 Has a student from this school ever threatened to injure you?

Yes 11%
No 89%

47. Has a student from this school ever physically attacked you?

Yes 8%
No 92%
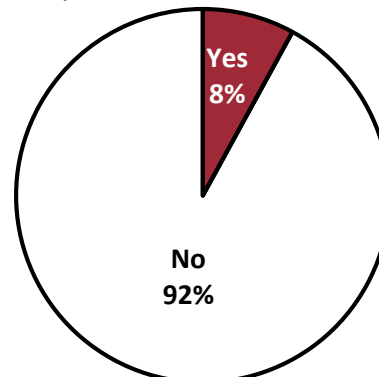
48. [S32/P54] **School Safety** - Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.

School Facilities

49.[(S33/P55)] How would you rate the overall **CONDITION** of your school's facilities including major systems such as electrical, plumbing, and HVAC?

Good/Excellent	68%
Fair	24%
Poor/Very Poor	8%
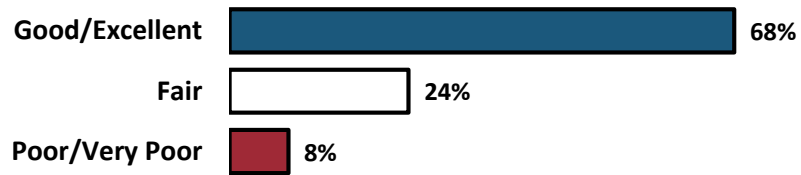
50.[(S34/P56)] Please indicate the level to which you **agree** with each item below in regard to **SPACE** at your school.

1. Core areas such as auditorium, cafeteria, gymnasium, and library or media center are appropriately-sized for the school's grade configuration and student population.
2. Specialized classrooms, including space dedicated to art, music, science, and technology are appropriately-sized for the school's grade configuration and student population.
3. Core academic classrooms are appropriately-sized for the school's grade configuration and student population.

Core areas (Auditorium, cafeteria, etc.)	82%
Specialized classrooms	79%
Core Academic Classrooms	78%

Strongly Agree/Agree
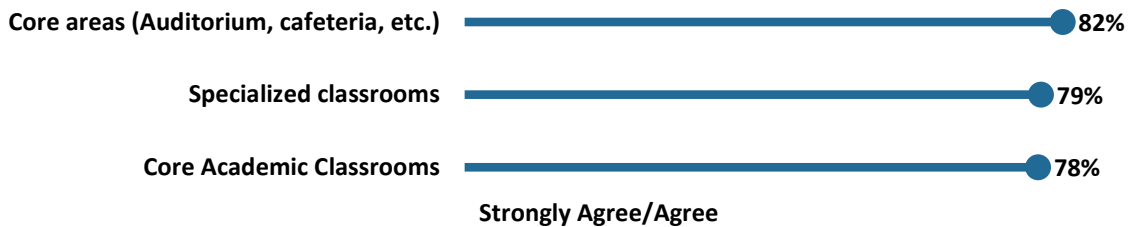
51. [S38/P57] **School Facilities** - Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.

Instructional Materials

52.[P58] **RATE** your school's supply of high-quality **textbooks** and reading materials for students in your school's **classrooms**. If your school is online, rate the supply of high-quality textbooks and reading materials your school makes available to students generally.

Fails to Meet Needs 14%

Meets/Exceeds Needs 86%

53.[P59] **RATE** your school's supply of high-quality **reading materials** for students in your school's **media center**.

Fails to Meet Needs 6%

Meets/Exceeds Needs 88%
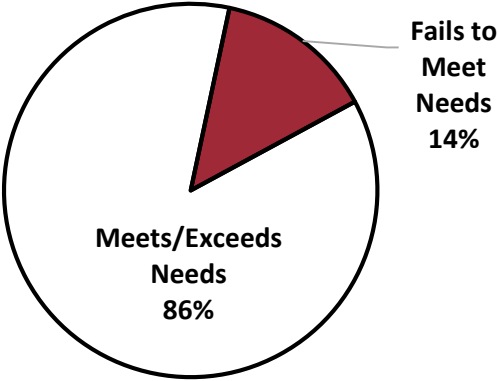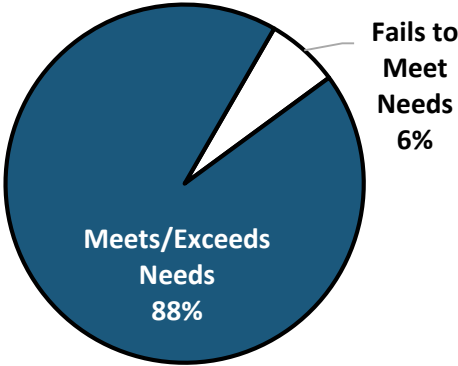
54. DURING THE 2020-21 SCHOOL YEAR, how much of your own money did you spend on classroom supplies, without reimbursement? (Please use your best estimate for costs incurred, in whole dollars. If none, please mark None.)

Responders Spending Any Amount:	82%
Range:	$5-$5,000
Average Amount:	$348

55. Elementary (K-6) teachers only: Did your school/district provide you with money (or spending authority through purchase orders) to purchase instructional materials for your classroom?

$500 or more — 40%
$401-$499 — 15%
$201-$400 — 30%
$1-$200 — 14%
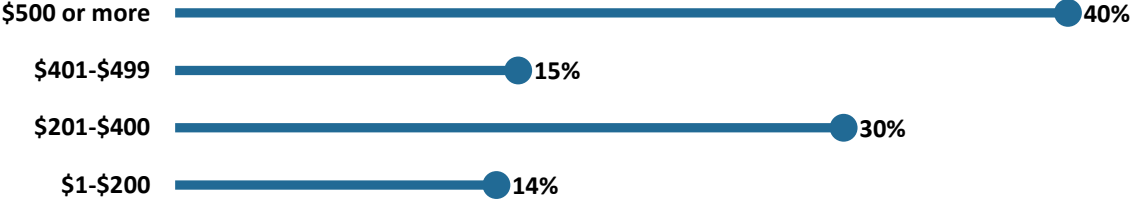
Note: Due to rounding, the responses do not equal 100%.

56. **Instructional Materials** [P60] - Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.

Technology and Digital Learning

57.^(S39/P61) Indicate the level to which you **agree** with each item below in regard to the use of **technology IN THE CLASSROOM.**

My school's teachers make good use of technology	92%
My school has an adequate number of staff with expertise in integrating technology	78%
My school provides adequate teacher training in the use of technology	70%
My school has an adequate number of tech support staff.	62%
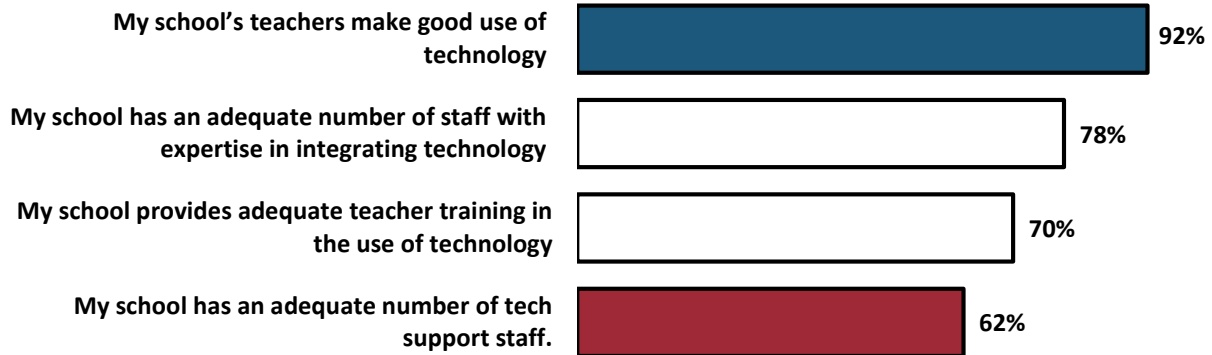
58. Indicate the level to which you **agree** with each item below in regard to the use of **technology** as a means of **VIRTUAL TEACHING AND LEARNING.**

My school has an adequate # of high quality tech support available to teachers/students.	65%
Students have access to adequate support to use tech at home.	47%
Students have adequate internet access at home.	41%

59.^(S41/P63) How sufficient is your **school district's broadband** in allowing for smooth operations of all instructional and administrative functions?

60.^(S42/P64) How sufficient is your **community's broadband** in allowing for smooth operations of all instructional and administrative functions?

	Never or Rarely Sufficient	About half the time	Most or All of the time
School District Broadband	5%	11%	84%
Community Broadband	13%	21%	66%
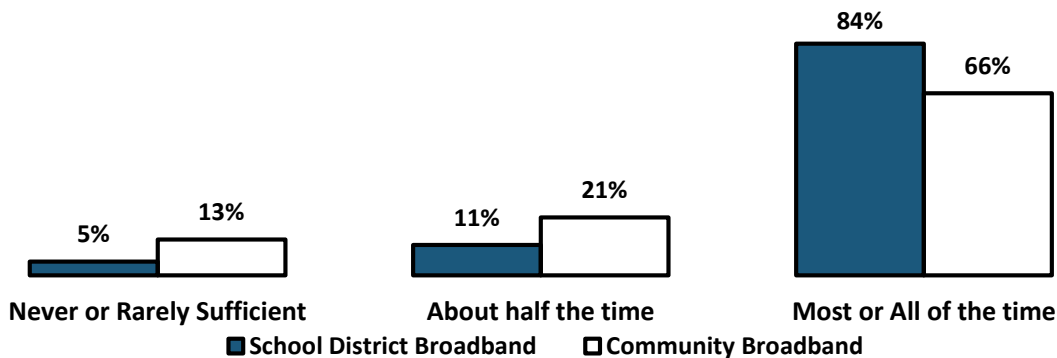
61. ^{S50/P65} **Technology and Digital Learning** - Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.

COVID-19

62. During the 2020-21 school year, did you teach:

In the classroom only **19%**

Virtually only **2%**

In the classroom and virtually **80%**
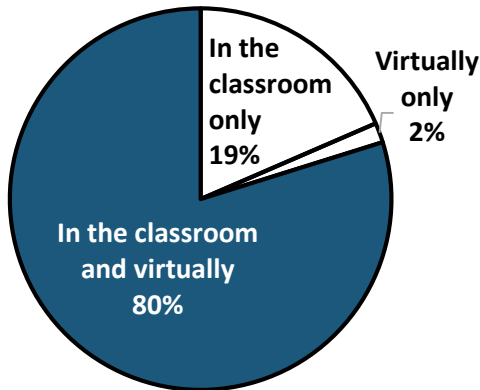
63. If you taught virtually during the 2020-21 school year, in your OPINION:

Just as well virtually **7%**

Less well virtually **93%**
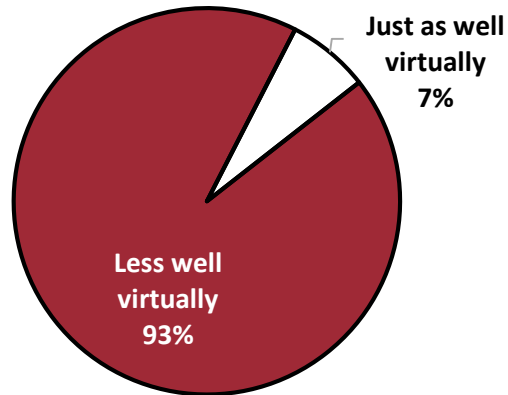
64. If you taught virtually during the 2020-21 school year, what kinds of real-time interactions, if any, did you have with your students at this school?:

During online lessons	46%
Scheduled group sessions	41%
Office hours	40%
Unscheduled session	39%
One on one sessions	35%
No interaction	12%

65. To what extent do you agree or disagree with the following statement: I had the support and resources I needed to be effective as a teacher at this school during the coronavirus pandemic.

Somewhat disagree/ Strongly disagree **31%**

Strongly agree/ Somewhat agree **69%**
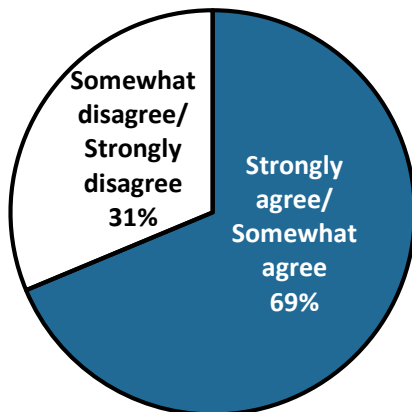
66. [S54/P72] **COVID-19** – Respondents were allowed to make comments about the preceding topic, some of which will be used in relevant adequacy reports.

67. [S55/P73] **Overall** - Respondents were allowed to make overall comments some of which will be used in relevant adequacy reports.

Successful School Interviews and Focus Groups

Successful Schools were those 132 schools identified for producing ESSA School Index Weighted Achievement scores one standard deviation or more above the their predicted score based on their student demographics. Six of the Successful Schools were selected for interviews with the superintendent and principal and focus groups with teachers and students. The BLR conducted 25 interviews and focus groups via Zoom (site visits were precluded because of the ongoing COVID19 pandemic) September 13 – October 1, 2021. The schools represented each of the six regions and were of varying size with different levels of poverty and minority students.

Several common themes emerged from these discussions:

1) Pervasive culture of learning. Learning was expected of all students and encouraged by all personnel in the school building, from the superintendent to the cafeteria and building maintenance staff.

2) Focus on the student. Educators knew and cared about their students, and developed systems for best dealing with different students/issues. Students shared they knew that they mattered.

3) Respected and shared leadership. This relationship was true between superintendent and principal and between principal and teachers. Leaders put good personnel in place, trusted them to do their jobs and provided needed support while establishing clear expectations.

4) Collaboration and accountability. Teachers worked together and held each other accountable for reaching needs of students.

5) Learning is fun and engaging. Teachers talked about using a variety of teaching methods to best engage their students for different lessons, and students reported that their teachers made learning fun.

6) School provided an environment where students felt both safe and cared for.

The followings questions were asked of staff and students at each school:

Superintendents
1. How long have you been a superintendent?
2. To what do you attribute the success this school has had in producing high levels of student achievement?
3. In what ways do you think the leadership at this school might contribute to high levels of student achievement? (PROBE: supportiveness, encouragement of PD, collaboration, instructional leader vs. managerial leader, respect and support toward leadership)
4. If new teachers asked you what it is like to work at this school, what would you tell them? (PROBE: student/community demographics, leadership, staff relationships, accountability demands, curriculum)
5. Do you have any concerns that your school will be able to maintain a high level of student achievement? If yes, what are they?
6. Has the district curriculum been aligned to state's content standards? If yes, how was that accomplished?
7. Has the content of what teachers actually teach been aligned with the district's curriculum? If yes, how what that accomplished?
8. Is there anything we did not ask about that we should know in order to better understand what your school does to produce and maintain high levels of student achievement?

Principals
1. How long have you been a principal?
2. To what do you attribute the success this school has had in producing high levels of student achievement?
3. In what ways do you think the leadership at this school might contribute to high levels of student achievement? (PROBE: supportiveness, encouragement of PD, collaboration, instructional leader vs. managerial leader, respect and support toward leadership)
4. If new teachers asked you what it is like to work at this school, what would you tell them? (PROBE: student/community demographics, leadership, staff relationships, accountability demands, curriculum)
5. Do you have any concerns that your school will be able to maintain a high level of student achievement? If yes, what are they?
6. What are the goals of this school?
7. a. Are there specific or unique goals that set this school apart from others?
8. What policies and practices are in place that contribute to this school's success?
9. In what ways do you think the culture of this school might contribute to high levels of student achievement? (PROBE: specific operational characteristics)
10. How are professional development needs of teachers determined and addressed at this school?
11. How do teachers generally present content at this school? (PROBE: lecture versus cooperative learning, use of worksheets, interdisciplinary and project-based instruction)
12. Do students at your school come prepared to learn?
13. a. If so, what makes them prepared?
    b. If not, how do you help them with the barriers to learning they face?
14. Is there anything we did not ask about that we should know in order to better understand what your school does to produce and maintain high levels of student achievement?

Teachers
1. To what do you attribute the success this school has had in producing high levels of student achievement?
2. In what ways do you think the leadership at this school might contribute to high levels of student achievement? (PROBE: supportiveness, encouragement of PD, collaboration, instructional leader vs. managerial leader, respect and support toward leadership)
3. If new teachers asked you what it is like to work at this school, what would you tell them? (PROBE: student/community demographics, leadership, staff relationships, accountability demands, curriculum)
4. Do you have any concerns that your school will be able to maintain a high level of student achievement? If yes, what are they?
5. What policies and practices are in place that contribute to this school's success?
6. In what ways do you think the culture of this school might contribute to high levels of student achievement? (PROBE: specific operational characteristics)
7. How are professional development needs of teachers determined and addressed at this school?
8. How do teachers generally present content at this school? (PROBE: lecture versus cooperative learning, use of worksheets, interdisciplinary and project-based instruction)
9. Do students at your school come prepared to learn?
10. a. If so, what makes them prepared?
    b. If not, how do you help them with the barriers to learning they face?
11. How do teachers here know they will get the necessary content covered before the state test?
12. Do you feel that in most cases, parents are partners with teachers in the learning process? If yes, what, specifically, do parents do to show they are engaged in their children's learning?
13. Is there anything we did not ask about that we should know in order to better understand what your school does to produce and maintain high levels of student achievement?

Students
1. Students in your school seem to do a really good job of learning. What has your school done that helps make this happen?
2. How would you describe your school and how does that help students like you score so well?
3. How do your teachers usually teach in their classrooms? For instance, do they deliver lectures and do most of the talking or do you have group discussions or group projects?
4. Do you think students come here ready to learn? Why or why not?
5. Do you have any worries that you're school won't be able to keep students learning at such high levels? Why or why not?
6. Anything else you think we should know about your school that I didn't ask about?

Methodologies and Definitions

2022 ADEQUACY STUDY

Updated for February 7, 2022

Prepared for the Interim Senate Committee on Education

and the Interim House Committee on Education

Contents

Arkansas School Comparison Categories

SCHOOL DISTRICT AND CHARTER SCHOOL SYSTEMS

In 2021, Arkansas had 235 traditional school districts, which are tied to a geographic area and supported by local millage rates. In addition, the state had 24 open-enrollment charter systems, which may enroll students from across school district boundaries. The majority of funding for these schools is provided though state funding.

MINORITY QUINTILES

Schools are identified by which 20 percent of schools they fall in according the percentage of minority (all other than white) students enrolled in the 2021 school year. Percent values below have been rounded to the nearest whole number, which accounts for occasional overlap.

Minority Quintile 1 contains schools with minority enrollment levels of **none to 10%.**
Minority Quintile 2 contains schools with minority enrollment levels of **10% to 21%**.
Minority Quintile 3 contains schools with minority enrollment levels of **21% to 41%**.
Minority Quintile 4 contains schools with minority enrollment levels of **41% to 68%**.
Minority Quintile 5 contains schools with minority enrollment levels of **68 to 100%.**

2021	Minority Quintile 1	Minority Quintile 2	Minority Quintile 3	Minority Quintile 4	Minority Quintile 5
Avg. Enrollment	338	421	539	548	444
Avg. % Nonwhite	6%	15%	31%	54%	86%
Avg. % Lmtd. English	1%	3%	6%	12%	15%
Avg. % FRL	61%	55%	53%	64%	83%
Avg. % SPED	15%	15%	13%	14%	13%

POVERTY QUINTILES

Schools are identified by which 20 percent of schools they fall in according the percentage of free and reduced-price lunch (FRL) students enrolled in the 2021 school year. Percent values below have been rounded to the nearest whole number, which accounts for occasional overlap.

Poverty Quintile 1 contains schools with FRL levels of **none to 46%**.
Poverty Quintile 2 contains schools with FRL levels of **46% to 61%**.
Poverty Quintile 3 contains schools with FRL levels of **61% to 71%**.
Poverty Quintile 4 contains schools with FRL levels of **71% to 80%**.
Poverty Quintile 5 contains schools with FRL levels of **80% to 99%**.

Statistics

2021	Poverty Quintile 1	Poverty Quintile 2	Poverty Quintile 3	Poverty Quintile 4	Poverty Quintile 5
% of Total Districts*	26%	39%	53%	48%	32%
Avg. School Enrollment	601	517	434	384	355
Avg.School % Minority	25%	28%	29%	37%	72%
Avg. School % Lmtd. Eng.	4%	5%	6%	8%	14%
Avg. School % FRL	33%	54%	66%	75%	88%
Avg.School % SPED	12%	14%	14%	15%	15%

ADEQUACY REGIONS

School districts are divided into six regions of the state:

1. **Northwest Arkansas**
2. **North Central Arkansas**
3. **Upper Delta**
4. **Lower Delta**
5. **Southwest Arkansas**
6. **Central Arkansas**
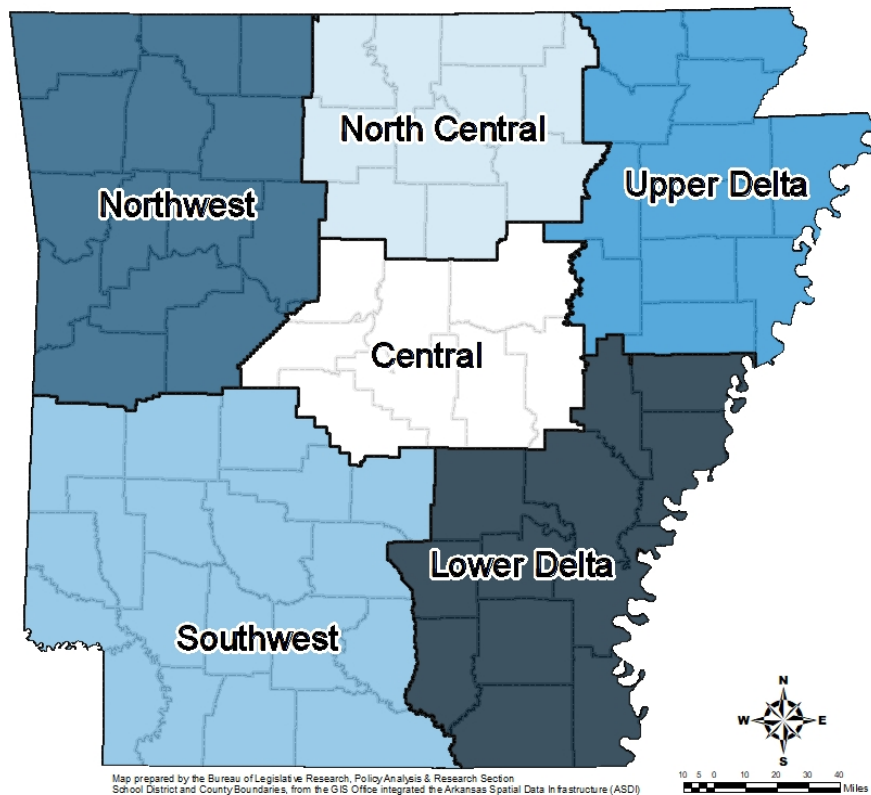
Map prepared by the Bureau of Legislative Research, Policy Analysis & Research Section
School District and County Boundaries, from the GIS Office integrated the Arkansas Spatial Data Infrastructure (ASDI)

Statistics

2021	Northwest	North Central	Upper Delta	Lower Delta	Southwest	Central
Total Districts	25%	10%	17%	11%	20%	19%
Total Schools	31%	7%	14%	8%	16%	24%
Avg. School Enrollment	502	363	448	357	400	510
Avg.School % Minority	33%	8%	38%	63%	37%	47%
Avg. School % Lmtd. English	13%	2%	3%	4%	5%	7%
Avg. School % FRL	58%	68%	68%	75%	66%	59%
Avg.School % SPED	14%	15%	16%	13%	13%	14%

Counties in Region

Northwest	North Central	Upper Delta	Lower Delta	Southwest	Central
Benton	Baxter	Clay	Arkansas	Calhoun	Conway
Boone	Cleburne	Craighead	Ashley	Clark	Faulkner
Carroll	Fulton	Crittenden	Bradley	Columbia	Lonoke
Crawford	Independence	Cross	Chicot	Dallas	Perry
Franklin	Izard	Greene	Cleveland	Garland	Prairie
Johnson	Marion	Jackson	Desha	Grant	Pulaski
Logan	Searcy	Lawrence	Drew	Hempstead	Saline
Madison	Sharp	Mississippi	Jefferson	Hot Spring	White
Newton	Stone	Poinsett	Lee	Howard	
Pope	Van Buren	Randolph	Lincoln	Lafayette	
Scott		St. Francis	Monroe	Little River	
Sebastian		Woodruff	Phillips	Miller	
Washington				Montgomery	
Yell				Nevada	
				Ouachita	
				Pike	
				Polk	
				Sevier	
				Union	

School Districts in Region

Northwest Arkansas

1.	Alma	16.	Dover	30.	Huntsville	44.	Pottsville
2.	Alpena	17.	Elkins	31.	Jasper	45.	Prairie Grove
3.	Atkins	18.	Eureka Springs	32.	Lamar	46.	Rogers
4.	Bentonville	19.	Farmington	33.	Lavaca	47.	Russellville
5.	Bergman	20.	Fayetteville	34.	Lead Hill	48.	Scranton
6.	Berryville	21.	Fort Smith	35.	Lincoln	49.	Siloam Springs
7.	Booneville	22.	Gentry	36.	Magazine	50.	Springdale
8.	Cedarville	23.	Gravette	37.	Mansfield	51.	Two Rivers
9.	Charleston	24.	Green Forest	38.	Mountainburg	52.	Valley Springs
10.	Clarksville	25.	Greenland	39.	Mulberry/Pleasant View Bi-County	53.	Van Buren

11.	County Line	26.	Greenwood	40.	Omaha	54.	Waldron
12.	Danville	27.	Hackett	41.	Ozark	55.	West Fork
13.	Dardanelle	28.	Harrison	42.	Paris	56.	Western Yell Co
14.	Decatur	29.	Hector	43.	Pea Ridge	57.	Westside
15.	Deer/Mt. Judea						

North Central Arkansas

1.	Batesville	11.	Izard County Consolidated	21.	Searcy County
2.	Calico Rock	12.	Mammoth Spring	22.	Shirley
3.	Cave City	13.	Melbourne	23.	South Side (Van Buren)
4.	Cedar Ridge	14.	Midland	24.	Southside (Ind.)
5.	Clinton	15.	Mountain Home	25.	Viola
6.	Concord	16.	Mountain View	26.	West Side Cleburne
7.	Cotter	17.	Norfork	27.	Yellville-Summit
8.	Flippin	18.	Ozark Mountain		
9.	Heber Springs	19.	Quitman		
10.	Highland	20.	Salem		

Upper Delta

1.	Armorel	15.	Hillcrest	29.	Palestine-Wheatley
2.	Augusta	16.	Hoxie	30.	Paragould
3.	Bay	17.	Jackson County	31.	Piggott
4.	Blytheville	18.	Jonesboro	32.	Pocahontas
5.	Brookland	19.	Lawrence County	33.	Rector
6.	Buffalo Island Central	20.	Manila	34.	Rivercrest
7.	Corning	21.	Marion	35.	Riverside
8.	Cross County	22.	Marked Tree	36.	Sloan-Hendrix
9.	Earle	23.	Marmaduke	37.	Trumann
10.	East Poinsett County	24.	Maynard	38.	Valley View
11.	Forrest City	25.	McCrory	39.	West Memphis
12.	Gosnell	26.	Nettleton	40.	Westside Consolidated
13.	Greene County Tech	27.	Newport	41.	Wynne
14.	Harrisburg	28.	Osceola		

Lower Delta

1.	Barton-Lexa	10.	Dumas	19.	Pine Bluff
2.	Brinkley	11.	Hamburg	20.	Star City
3.	Clarendon	12.	Helena-West Helena	21.	Stuttgart
4.	Cleveland County	13.	Hermitage	22.	Warren
5.	Crossett	14.	Lakeside Chicot	23.	Watson Chapel
6.	Dermott	15.	Lee County	24.	White Hall
7.	Dewitt	16.	Marvell-Elaine	25.	Woodlawn
8.	Dollarway	17.	McGehee		
9.	Drew Central	18.	Monticello		

Southwest Arkansas

1.	Arkadelphia	19.	Genoa Central	37.	Mineral Springs
2.	Ashdown	20.	Glen Rose	38.	Mount Ida
3.	Bearden	21.	Gurdon	39.	Mountain Pine
4.	Bismarck	22.	Hampton	40.	Nashville
5.	Blevins	23.	Harmony Grove (Ouachita)	41.	Nevada
6.	Caddo Hills	24.	Hope	42.	Ouachita
7.	Camden-FV	25.	Horatio	43.	Ouachita River
8.	Centerpoint	26.	Hot Springs	44.	Parkers Chapel
9.	Cossatot River	27.	Jessieville	45.	Poyen
10.	Cutter-Morning- Star	28.	Junction City	46.	Prescott
11.	DeQueen	29.	Kirby	47.	Sheridan
12.	Dierks	30.	Lafayette County	48.	Smackover-Norphlet
13.	El Dorado	31.	Lake Hamilton	49.	So Pike County
14.	Emerson-Taylor-Bradley	32.	Lakeside (Garland)	50.	Spring Hill
15.	Fordyce	33.	Magnet Cove	51.	Strong-Huttig
16.	Foreman	34.	Magnolia	52.	Texarkana
17.	Fouke	35.	Malvern		
18.	Fountain Lake	36.	Mena		

Central Arkansas

1.	Bald Knob	12.	England	23.	North Little Rock
2.	Bauxite	13.	Greenbrier	24.	Pangburn
3.	Beebe	14.	Guy-Perkins	25.	Perryville
4.	Benton	15.	Harmony Grove (Saline)	26.	Pulaski CSSD
5.	Bradford	16.	Hazen	27.	Riverview
6.	Bryant	17.	Jacksonville North Pulaski	28.	Rose Bud
7.	Cabot	18.	Little Rock	29.	Searcy
8.	Carlisle	19.	Lonoke	30.	South Conway County
9.	Conway	20.	Mayflower	31.	Vilonia
10.	Des Arc	21.	Mt Vernon/Enola	32.	White County Central
11.	East End	22.	Nemo Vista	33.	Wonderview

SIZE

Several factors influenced the grouping of school districts and charter systems by size. Because school districts with enrollments of 350 district must receive a minimum school size waiver to operate, districts and charter systems with enrollments of 350 or less became the first category. The next category of 351-500 was selected since the matrix funds districts and charter systems based on a prototypical school district of 500 students. Subsequent enrollment categories were chosen to group similar number of districts together.

Size Category 1 contains districts with **0 to 350 students.**
Size Category 2 contains districts with **351 to 500 students.**
Size Category 3 contains districts with **501 to 750 students.**
Size Category 4 contains districts with **751 to 1,000 students.**
Size Category 5 contains districts with **1,001 to 1,500 students.**

Size Category 6 contains districts with **1,501 to 2,500 students.**
Size Category 7 contains districts with **2,501 to 5,000 students.**
Size Category 8 contains districts with **5,001 to 25,000 students.**

Statistics

2021	1	2	3	4	5	6	7	8
District Enrollment Range	0-350	351-500	501-750	751-1,000	1,001-1,500	1,500 - 2,500	2,501 - 5,000	5,001 - 25,000
School Enrollment Range	37--316	34-283	73 - 518	93 - 502	2 - 698	28 - 932	129 - 2,836	63 - 4,029
Total Districts	7%	14%	20%	0.1%	14%	13%	12%	6%
Total Schools	2%	7%	12%	9%	12%	14%	17%	27%
Avg. School Enrollment	146	206	271	328	367	433	631	621
Avg. School % Minority	67%	26%	19%	24%	31%	39%	38%	55%
Avg. School % Lmtd. Eng.	2%	2%	3%	4%	4%	7%	5%	15%
Avg. School % FRL	79%	74%	69%	65%	62%	64%	55%	60%
Avg.School %SPED	15%	15%	15%	14%	13%	13%	14%	14%

SUCCESSFUL SCHOOLS

The methodology used to identify the set of Successful Schools that are used as a comparison set in the adequacy study, the Bureau of Legislative Research (BLR) utilized a regression formula to predict **Every Student Succeeds Act** (ESSA) School Index Weighted Achievement scores with student demographic information. All data used was from 2019 as that was the most recent year Weighted Achievement scores were available due to the fact that no testing occurred in 2020 and 2021 scores had not been released at the time of the analysis.

Using the statistical software **Statistical Package for the Social Sciences (**SPSS) and data obtained from the Division of Elementary and Secondary Education (DESE)'s My School Information website (https://myschoolinfo.arkansas.gov/), a number of demographic and income variable statistics were entered into a stepwise regression formula. This formula identifies the variables that add the most predictive value for the weighted achievement scores. The resulting regression formula was:

Predicted Score = 109.461 - .369PctFRL - .304PctBlack - .079PctWhite - .301PctMale

This equation produced an R-squared value of .465, which means that almost half the variance in weighted Achievement Scores can be explained by student demographics. This means that just over half the variance in weighted achievement scores are explained by variables other than student demographics, including programs, practices and personnel provided at the school.

By comparing predicted scores with actual scores, 132 schools were identified as scoring 13 or more points higher (about one standard deviation) on the actual Weighed Achievement score than what was predicted by their students' demographics. These became the set of Successful Schools that are listed below:

Lea	Successful Schools - Name	District/Charter System
0444703	Arkansas Connections Academy High	Arkansas Connections Academy
4701002	Armorel High School	Armorel School District
6003092	Baker Interdistrict Elem. Sch.	Pulaski County Special School District

Lea	Successful Schools - Name	District/Charter System
5401002	Barton Elementary School	Barton School District
0502008	Bergman Middle School	Bergman School District
7207057	Bernice Young Elementary	Springdale School District
3001001	Bismarck Elementary School	Bismarck School District
3001002	Bismarck Middle School	Bismarck School District
4902006	Bobby Barrett Elementary School	Mount Ida School District
7203012	Butterfield Elementary School	Fayetteville School District
4901001	Caddo Hills Elementary School	Caddo Hills School District
2301004	Carl Stuart Middle School	Conway School District
2301019	Carolyn Lewis Elementary School	Conway School District
6001021	Carver Magnet Elem. School	Little Rock School District
6003129	Cato Elementary School	Pulaski County Special School Dist.
6601008	Cavanaugh Elementary School	Fort Smith School District
5805025	Center Valley Elem. School	Russellville School District
6003150	Chenal Elementary School	Pulaski County Special School Dist.
7102008	Clinton Jr High School	Clinton School District
0401015	Cooper Elementary School	Bentonville School District
2403011	County Line Elementary School	County Line School District
5805017	Crawford Elementary School	Russellville School District
6002055	Crestwood Elementary School	North Little Rock School District
1901701	Cross County Elem Tech Academy	Cross County School District
5504001	Delight Elementary School	South Pike County School District
0901001	Dermott Elementary School	Dermott School District
5901001	Des Arc Elementary School	Des Arc School District
5901002	Des Arc High School	Des Arc School District
6001073	Don Roberts Elementary School	Little Rock School District
5802009	Dover Elementary School	Dover School District
5802008	Dover Middle School	Dover School District
0405031	Eastside Elementary School	Rogers School District
4605027	Edward D. Trice Elementary School	Texarkana School District
1408001	Emerson Elementary School	Emerson-Taylor-Bradley Sch. Dist.
0903007	Eudora Elementary School	Lakeside School Dist. (Chicot)
0802008	Eureka Springs Middle School	Eureka Springs School District
6601010	Fairview Elementary School	Fort Smith School District
0503012	Forest Heights Elementary School	Harrison School District
6001075	Forest Heights Stem Academy	Little Rock School District
6001024	Forest Park Elementary School	Little Rock School District
0405032	Garfield Elementary School	Rogers School District
4602005	Genoa Central Elem. School	Genoa Central School District
6001027	Gibbs Magnet Elementary School	Little Rock School District
0101008	Gillett Elementary School	Dewitt School District
0803011	Green Forest Elementary School	Green Forest School District
2303016	Greenbrier Eastside Elementary	Greenbrier School District
2303020	Greenbrier Junior High School	Greenbrier School District
2303018	Greenbrier Middle School	Greenbrier School District

Lea	Successful Schools - Name	District/Charter System
2303023	Greenbrier Springhill Elem. School	Greenbrier School District
2303019	Greenbrier Westside Elementary	Greenbrier School District
2303021	Greenbrier Wooster Elementary	Greenbrier School District
7240703	Haas Hall Academy	Haas Hall Academy
7240709	Haas Hall Academy At The Lane	Haas Hall Academy
7240706	Haas Hall Academy Jones Center	Haas Hall Academy
5205028	Harmony Grove Elem. School	Harmony Grove SD (Ouachita)
1608020	Health/Wellness Envi Magnet	Jonesboro School District
1202005	Heber Springs Elem. School	Heber Springs School District
1202007	Heber Springs Middle School	Heber Springs School District
2903013	Hope Academy Of Public Service	Hope School District
7001001	Hugh Goodwin Elementary School	El Dorado School District
7207063	Hunt Elementary School	Springdale School District
6303029	Hurricane Creek Elementary	Bryant School District
2301001	Ida Burns Elementary School	Conway School District
5403023	J.F. Wahl Elementary School	Helena/ West Helena School District
0405053	Janie Darr Elementary School	Rogers School District
6001030	Jefferson Elementary School	Little Rock School District
2301008	Julia Lee Moore Elem. School	Conway School District
1608026	Kindergarten Center	Jonesboro School District
5440705	Kipp: Blytheville College Prep	Kipp Delta Public Schools
5440702	Kipp: Delta College Prep School	Kipp Delta Public Schools
6601020	L. A. Chaffin Jr. High School	Fort Smith School District
2605033	Lake Hamilton Elementary	Lake Hamilton School District
2605038	Lake Hamilton Primary School	Lake Hamilton School District
2606042	Lakeside Intermediate School	Lakeside School Dist. (Garland)
2606039	Lakeside Primary School	Lakeside School Dist. (Garland)
5608034	Lepanto Elementary School	East Poinsett Co. School Dist.
6502001	Leslie Intermediate School	Searcy County School District
7203015	Leverett Elementary School	Fayetteville School District
6041701	Lisa Academy North Elem. School	Lisa Academy
6041705	Lisa Academy North Middle School	Lisa Academy
2501001	Mammoth Spring Elem. School	Mammoth Spring School District
5604015	Marked Tree Elementary School	Marked Tree School District
6502005	Marshall Elementary School	Searcy County School District
7403012	McCrory Elementary School	McCrory School District
7203024	McNair Middle School	Fayetteville School District
6002061	Meadow Park Elementary School	North Little Rock School District
3302005	Melbourne Elementary School	Melbourne School District
1507031	Morrilton Intermediate School	South Conway County School Dist.
6901005	Mountain View Elem. School	Mountain View School District
3105009	Nashville Elementary School	Nashville School District
3105012	Nashville Primary School	Nashville School District
1503018	Nemo Vista Middle School	Nemo Vista School District
0304021	Norfork Elementary School	Norfork School District

Lea	Successful Schools - Name	District/Charter System
2603011	Oaklawn Stem Magnet School	Hot Springs School District
0405051	Old Wire Elementary School	Rogers School District
4102008	Oscar Hamilton Elementary	Foreman School District
6205027	Palestine-Wheatley Elem. Sch.	Palestine-Wheatley Sch. Dist.
2603016	Park Magnet An IB PYP World Class	Hot Springs School District
0203027	Portland Elementary School	Hamburg School District
5804013	Pottsville Elementary School	Pottsville School District
5804015	Pottsville Middle Grade	Pottsville School District
2301009	Preston & Florence Mattison Elem.	Conway School District
2301017	Ray/Phyllis Simon Middle School	Conway School District
1613031	Riverside West Elem. School	Riverside School District
7203016	Root Elementary School	Fayetteville School District
6901011	Rural Special Elem. School	Mountain View School District
5805026	Russellville Intermediate School	Russellville School District
0401013	Ruth Barker Middle School	Bentonville School District
2301016	Ruth Doyle Middle School	Conway School District
7503005	S.C. Tucker Elementary School	Danville School District
2502005	Salem Elementary School	Salem School District
5805021	Sequoyah Elementary School	Russellville School District
0503013	Skyline Heights Elementary School	Harrison School District
6303025	Springhill Elementary School	Bryant School District
3405019	Swifton Middle School	Jackson Co. School District
1408018	Taylor Elementary School	Emerson-Taylor-Bradley Sch. Dist.
6001047	Terry Elementary School	Little Rock School District
6901015	Timbo Elementary School	Mountain View School District
6901016	Timbo High School	Mountain View School District
3405024	Tuckerman Elementary School	Jackson Co. School District
0505028	Valley Springs Middle School	Valley Springs School District
7203023	Vandergriff Elementary School	Fayetteville School District
4605021	Vera Kilpatrick Elem. School	Texarkana School District
2503009	Viola Elementary School	Viola School District
6001059	Wakefield Elementary School	Little Rock School District
4304009	Ward Central Elementary	Cabot School District
5602031	Weiner Elementary	Harrisburg School District
4304006	Westside Elementary School	Cabot School District
5707021	Wickes Elementary School	Cossatot River School District
6001043	Williams Magnet Elem. School	Little Rock School District
0401016	Willowbrook Elementary School	Bentonville School District
2301018	Woodrow Cummins Elementary	Conway School District

Statistics:

2021	Successful Schools	All Other Schools
Number Schools	13%	87%
Avg. School Enrollment	410	465

Avg.School % Nonwhite	33%	39%
Avg. School % Lmtd. English	7%	7%
Avg. School % FRL	59%	64%
Avg.School %SPED	13%	14%

Interviews and Focus Groups

Six of the Successful Schools were selected for interviews with the superintendent and principal and focus groups with teachers and students. The BLR conducted 25 interviews and focus groups via Zoom (site visits were precluded because of the ongoing COVID19 pandemic) September 13 – October 1, 2021. After reviewing relevant research concerning high-achieving schools and school improvement, the following questions were formulated and asked of personnel at each school:

Superintendents
1. How long have you been a superintendent?
2. To what do you attribute the success this school has had in producing high levels of student achievement?
3. In what ways do you think the leadership at this school might contribute to high levels of student achievement? (PROBE: supportiveness, encouragement of PD, collaboration, instructional leader vs. managerial leader, respect and support toward leadership)
4. If new teachers asked you what it is like to work at this school, what would you tell them? (PROBE: student/community demographics, leadership, staff relationships, accountability demands, curriculum)
5. Do you have any concerns that your school will be able to maintain a high level of student achievement? If yes, what are they?
6. Has the district curriculum been aligned to state's content standards? If yes, how was that accomplished?
7. Has the content of what teachers actually teach been aligned with the district's curriculum? If yes, how what that accomplished?
8. Is there anything we did not ask about that we should know in order to better understand what your school does to produce and maintain high levels of student achievement?

Principals
1. How long have you been a principal?
2. To what do you attribute the success this school has had in producing high levels of student achievement?
3. In what ways do you think the leadership at this school might contribute to high levels of student achievement? (PROBE: supportiveness, encouragement of PD, collaboration, instructional leader vs. managerial leader, respect and support toward leadership)
4. If new teachers asked you what it is like to work at this school, what would you tell them? (PROBE: student/community demographics, leadership, staff relationships, accountability demands, curriculum)
5. Do you have any concerns that your school will be able to maintain a high level of student achievement? If yes, what are they?
6. What are the goals of this school?
7. a. Are there specific or unique goals that set this school apart from others?
8. What policies and practices are in place that contribute to this school's success?
9. In what ways do you think the culture of this school might contribute to high levels of student achievement? (PROBE: specific operational characteristics)
10. How are professional development needs of teachers determined and addressed at this school?

11. How do teachers generally present content at this school? (PROBE: lecture versus cooperative learning, use of worksheets, interdisciplinary and project-based instruction)
12. Do students at your school come prepared to learn?
13. a. If so, what makes them prepared?
    b. If not, how do you help them with the barriers to learning they face?
14. Is there anything we did not ask about that we should know in order to better understand what your school does to produce and maintain high levels of student achievement?

Teachers
1. To what do you attribute the success this school has had in producing high levels of student achievement?
2. In what ways do you think the leadership at this school might contribute to high levels of student achievement? (PROBE: supportiveness, encouragement of PD, collaboration, instructional leader vs. managerial leader, respect and support toward leadership)
3. If new teachers asked you what it is like to work at this school, what would you tell them? (PROBE: student/community demographics, leadership, staff relationships, accountability demands, curriculum)
4. Do you have any concerns that your school will be able to maintain a high level of student achievement? If yes, what are they?
5. What policies and practices are in place that contribute to this school's success?
6. In what ways do you think the culture of this school might contribute to high levels of student achievement? (PROBE: specific operational characteristics)
7. How are professional development needs of teachers determined and addressed at this school?
8. How do teachers generally present content at this school? (PROBE: lecture versus cooperative learning, use of worksheets, interdisciplinary and project-based instruction)
9. Do students at your school come prepared to learn?
10. a. If so, what makes them prepared?
    b. If not, how do you help them with the barriers to learning they face?
11. How do teachers here know they will get the necessary content covered before the state test?
12. Do you feel that in most cases, parents are partners with teachers in the learning process? If yes, what, specifically, do parents do to show they are engaged in their children's learning?
13. Is there anything we did not ask about that we should know in order to better understand what your school does to produce and maintain high levels of student achievement?

Students
1. Students in your school seem to do a really good job of learning. What has your school done that helps make this happen?
2. How would you describe your school and how does that help students like you score so well?
3. How do your teachers usually teach in their classrooms? For instance, do they deliver lectures and do most of the talking or do you have group discussions or group projects?
4. Do you think students come here ready to learn? Why or why not?
5. Do you have any worries that you're school won't be able to keep students learning at such high levels? Why or why not?
6. Anything else you think we should know about your school that I didn't ask about?

URBAN/RURAL

Schools are identified as urban or rural using the classification and criteria established by the National Center for Educational Statistics (NCES). The NCES locale framework is composed of four basic types (City, Suburban, Town, and Rural), and each contains three subtypes. The framework relies on standard urban and rural definitions developed by the U.S. Census Bureau.

The NCES locales can be fully collapsed into a basic urban–rural dichotomy, or expanded into a more detailed collection of 12 distinct categories. These subtypes are differentiated by size (in the case of City and Suburban assignments) and proximity (in the case of Town and Rural assignments).

Schools in Arkansas are assigned to 11 of the 12 NCES locale codes. None of the schools within the state are assigned a locale code of City- Large (11) because the population must be 250,000 or more.

The table below provides the locale codes assigned to schools in Arkansas and urban/rural designation mapped to each one.

Locale Code	Locale		Urban/Rural
12	City:	Midsize	Urban
13	City:	Small	Urban
21	Suburb:	Large	Urban
22	Suburb:	Midsize	Urban
23	Suburb:	Small	Urban
31	Town:	Fringe	Urban
32	Town:	Distant	Rural
33	Town:	Remote	Rural
41	Rural:	Fringe	Rural
42	Rural:	Distant	Rural
43	Rural:	Remote	Rural

Statistics:

2021	Urban	Rural
Total Schools	36%	64%
Avg. Enrollment	583	388
Avg.School % Minority	55%	29%
Avg. School % Lmtd. English	11%	5%
Avg. % FRL	60%	65%
Avg. %SPED	13%	14%

Expenditures: District- and School-level

The BLR has access to the Arkansas public school computer network system in which expenditure data is entered by the school districts and public charter school systems and maintained by DESE. The BLR maintains the coding system that is used by DESE and ensures that the data used reconciles with DESE's Annual Statistical Report.

For the 2022 Adequacy Study, the BLR tracked spending to the school level as this data has become more available in the years since the federal Every School Succeed Act was adopted in 2015. This allows a finer grained picture of how state funds are being used by the districts at the school level. Two caveats occur that have small impacts on the analyses. First, some funds are spent at the district level and are not able to be mapped to the individual school level. In categories of spending, such as technology,

where district level spending is significant, no attempt is made to analyze expenditures at the school level. For the quintile analyses, the quintile into which the district falls is used.

The other instance is the increasing presence of pre-kindergarten programs (Pre-K) within public elementary schools. Pre-K is not considered an adequacy expense, so those expenditures historically have not been considered in adequacy analyses. Historically this was easier to do because the state had a handful of stand-alone pre-K programs with their own LEAs. In 2021, 123 elementary schools had preschool programs within their schools for which DESE tracked spending but not enrollment. When the spending could be pinpointed to pre-K only, those expenditures were removed from the BLR's analyses. However, these expenditures are not always able to be exclusively identified (i.e., a special education teacher at a PreK-2nd grade school) and were therefore included in the spending analyses.

Top National Assessment of Educational Progress (NAEP) States

For the top NAEP states, every state and the District of Columbia's average scale scores for selected tests (4th Grade Math, 4th Grade Reading, 8th Grade Math, and 8th Grade Reading) were compiled from the 2015, 2017, and 2019 NAEP assessment and ranked.

Data Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015, 2017, and 2019 Mathematics and Reading Assessments.
https://www.nationsreportcard.gov/ndecore/xplore/NDE

ARKANSAS GENERAL ASSEMBLY

HOUSE INTERIM COMMITTEE ON EDUCATION
and
SENATE INTERIM COMMITTEE ON EDUCATION

Senator Jane English
Senate Chair

Representative Bruce Cozart
House Chair

December 15, 2020

Senator Jim Hendren
President Pro Tempore
Arkansas Senate
Room 320, State Capitol
Little Rock, Arkansas 72201

Representative Matthew Shepherd
Speaker of the House
Arkansas House of Representatives
Room 350, State Capitol
Little Rock, Arkansas 72201

Re: Response from Augenblick, Palaich and Associates (APA) concerning the Study of
Arkansas's Current Educational Adequacy Study Processes.

Dear President Hendren and Speaker Shepherd:

In 2019, a Request for Proposal (RFP) was issued by the Bureau of Legislative Research (BLR)
requesting education adequacy consulting services for the House Education Committee and the
Senate Education Committee. Augenblick, Palaich and Associates (APA) was granted the RFP
to perform the Study of Arkansas's Current Educational Adequacy Study Processes and began its
work in February 2020.

On December 14, 2020, the Committees voted to approve the final report presented by APA,
including the full set of recommendations found in Section 12. Please find attached the
conclusion of this study, which becomes Volume III of the 2020 Educational Adequacy Study
that was submitted to you on October 30, 2020.

In addition, on December 14, 2020, the Committees approved a legislative recommendation as
well, which reads:

> **Based on research and Arkansas case-study findings that the schools who perform
> best, especially with a low-income and English learner students, demonstrate many
> of the characteristics of professional learning communities, such as strong leaders,
> staff, school culture, and targeted, data-driven interventions, this body highly
> recommends a professional learning community concept to be considered an
> integral component of adequacy. It further recommends that our schools of higher**

education incorporate professional learning community principles into their curriculum for elementary and secondary education degrees and that the Division of Elementary and Secondary Education continue to make recommendations to the legislature for reasonable and proper implementation and maintenance of this program.

The three volumes of the 2020 Educational Adequacy Study are also available at the following link: https://www.arkleg.state.ar.us/Education/K12/AdequacyReports?folder=2020.

The members of the Education Committees look forward to working with you and the incoming members of the 93rd General Assembly to ensure the continued adequacy of our state's system of public education.

Sincerely,

Senator Jane English
Chair
Senate Interim Committee on Education

Representative Bruce Cozart
Chair
House Interim Committee on Education

cc: The Honorable Asa Hutchinson, Governor, State of Arkansas

Enclosure: Volume III

Arkansas School Finance Study

By

Augenblick, Palaich and Associates, WestEd and Partners

December 2020

Executive Summary

This report concludes a yearlong school finance study completed by Augenblick, Palaich and Associates (APA), in partnership with WestEd, on behalf of the Arkansas House and Senate Education Committees. The study described in this report was intended to "provide to the members of the Arkansas General Assembly detailed and accurate information concerning the current efficacy of the biennial adequacy study and evaluation undertaken by the Committees, and to provide the Committees with recommendations regarding reform or replacement of the current methods for determining educational adequacy in the State of Arkansas."

Arkansas currently utilizes a resource matrix to fund districts along with several adjustments outside of the matrix. The funding system was put in place in response to the Lake View court case, and the bulk of the system has been in place since the mid 2000s. The Bureau of Legislative Research (BLR) evaluates most aspects of the system over a two-year cycle and presents their findings to the Education Committees, who then determine the adequate funding level for Arkansas districts and schools.

The Request for Proposals (RFP) for this project requested a broad study that required analysis in 31 study areas including, but not limited to:

- Examining the equity and adequacy of the current resource matrix used to establish school and district funding
- Analyzing student performance
- Addressing poverty and achievement gaps
- Examining staff attraction and retention
- Exploring the impacts of district, school and class size
- Determining how the state should define college and career readiness for graduates

Study Team

APA and WestEd have worked across the country helping policymakers improve school finance systems. The study team has unparalleled experience in applying nationally recognized adequacy approaches, a deep understanding of the complexities associated with school finance systems, the ability to create digestible and actionable findings for policymakers, and the ability to support the development and implementation of revised or new funding formulas.

In addition to APA and WestEd, the study team includes other national school finance experts, including Michael Griffith (independent consultant, formerly at the Education Commission of the States), Dr. William Hartman (Pennsylvania State University), and Robert Schoch (independent consultant).

Study Methods

Literature and Document Reviews

For many of the study areas noted above, the study team reviewed available literature and documentation, including: (1) academic research, (2) prior Arkansas studies by the BLR and outside consultants, (3) adequacy studies from other states over the past 20 years, (4) Arkansas Department of

Education rules, standards, and accreditation requirements, and (5) other relevant Arkansas policy documents. The study team also conducted national policy scans — reviewing policies in all 50 states — with special attention to a set of comparison states. The study team identified these comparison states in collaboration with the Committees.

These comparison states included all Southern Regional Education Board (SREB) states as well as Massachusetts, as shown in Table E.1.

Table E.1: Selected Comparison States

Alabama	Kentucky	Mississippi	Tennessee
Delaware	Louisiana	North Carolina	Texas
Florida	Maryland	Oklahoma	Virginia
Georgia	Massachusetts	South Carolina	West Virginia

LEA Survey

The study team conducted a survey of LEAs regarding current resource use and practices in a number of areas, including school/LEA size issues (existing policies, best practices, and impact), best uses of funding for low-income students, and capital needs, to gather data that was not currently collected by the state. The survey was administered to all district superintendents and charter system directors in July 2020. The study team received responses from 181 districts and charter systems, representing 72 percent of districts and 48 percent of charter systems. Responses were generally representative of the state as a whole.

Fiscal and Performance Data Analysis

The study team conducted a series of statistical analyses to examine opportunity gaps across the state, and some of the implications of these gaps for disadvantaged student populations. By investigating the impact of poverty, school and workforce characteristics, and funding on academic outcomes, the study team sought to uncover important relationships that underlie academic performance within the state. The performance and expenditure data used in each analysis was provided by ADE. Specific methodologies are discussed in Chapter 4.

In addition to the analysis to understand the relationship between funding and performance, the study team examined fiscal data from the state disaggregated by administrative, instructional, and student support. The study team also reviewed the work completed by BLR regarding current district expenditures in matrix resource areas from their 2020 reports, and then closely examined LEAs' use of ESA funds and professional development funds based upon data provided by BLR using the account coding they developed.

Case Studies

The study included the selection of 15 case study schools that exceeded performance expectations for student growth. The study team identified the highest-ranked schools that outperformed expectations for each region of the state and by grade span. A school was then eligible to be selected if it had a letter grade of A or B, or if the school had a C grade and had improved its letter grade from 2018 to 2019.

Schools also had to have a higher-than-average low-income student percentage (above 63 percent) <u>or</u> a higher-than-average English learner (EL) student percentage (above 8 percent). The highest-ranking elementary school, middle school, and high school that met the criteria were selected from each region.

The study team conducted interviews with each of the schools to better understand what factors contribute to the school's success. Interview questions fell into eight main topic areas: school staffing, school schedule, curriculum and instructional programs, assessments and data, extra support strategies for struggling students, professional development, additional monetary and non-monetary supports, and school culture and leadership.

Educator Panels and Online Stakeholder Engagement

The study team gathered feedback from stakeholders in the state through two avenues: (1) targeted panel discussions with educators around the state and (2) an online stakeholder survey that was open to all educators and the broader community. Both avenues were intended to gather feedback in study areas, including college and career readiness, supporting low-income students, staff attraction and retention, and perspectives on the education funding system in the state.

The study team convened over 20 educator panels including: 10 district and charter system administrator panels (2 per each of the five identified regions: Central, Northwest, Northeast, Southwest, Southeast), 2 statewide CFO/business manager panels, 4 statewide school administrator panels and 6 statewide teacher panels. The study team asked district superintendents, charter system directors, and each Arkansas education professional association to nominate panelists and then sent all nominees an invitation to participate. About 125 educators participated in the panels, of whom 85 were district/charter system administrators and CFOs/business managers.

In order to engage a wider set of stakeholders in the study process, the study team also created an online survey that was open for three weeks and available to all educators and the broader community. A total of 3,025 individuals participated in the stakeholder survey, roughly split equally between educators and community members, from over 170 different districts/charter systems.

Additional Qualitative and Quantitative Work

Additional qualitative and quantitative work included additional descriptive data, correlation, and regression analysis regarding the impact of waivers, vouchers, enrollment changes, and teacher workforce and education opportunities (such as access to CTE and advanced course work opportunities) information. Further, the study team used GIS software to visually map district data. All data was provided by ADE — either directly or through the state online data website —or BLR. The study team also interviewed Education Cooperative leadership regarding the services they provide to districts.

Chapter Summaries
Chapter 2: Background

This chapter provides an overview of the current education funding system in Arkansas, including the court decisions that prompted the adoption of the current system, and highlights general areas of

concern about state education funding identified by Arkansas educators and community members during the course of the study.

There were two relevant court cases decided by the Arkansas Supreme Court; *Dupree* and *Lake View* that affect the school funding system in Arkansas*. In the *Lake View* case the court found the funding system in Arkansas was unconstitutional for 10 reasons. The general assembly took nine action steps to satisfy its constitutional obligation. The action steps require a biennial adequacy review, creation of foundation funding, adoption of categorical funding for at-risk, EL, special education students, adjustments for declining and growing enrollment and more. To determine foundation funding, the state utilizes a funding matrix based largely upon the findings of a 2003 adequacy study by Picus Odden and Associates (POA), then known as Lawrence O. Picus and Associates.

The FY21 matrix is presented in Tables E.2 and E.3.

Table E.2: Matrix Staffing for a Prototypical School

Matrix Item		FTEs per 500 students
Classroom Teachers	Kindergarten (20:1)	2.00
	Grades 1-3 (23:1)	5.00
	Grades 4-12 (25:1)	13.80
	Non-Core (20%)	4.14
Pupil Support Staff	Special Education	2.90
	Instructional Facilitators	2.50
	Library Media Specialist	0.85
	Counselors and Nurses	2.50
Administration	Principal	1.00
	Secretary	1.00
Total		35.69

Table E.3: Per Student Amounts for School-Level Salaries and Benefits, School-level Resources, and District-Level Resources

Matrix Item		Per FTE	Per Student Amount
School-Level Salaries and Benefits	Classroom Teachers	$68,470.00	$3,415.28
	Pupil Support Staff	$68,470.00	$1,198.23
	Principal	$99.012.00	$198.10
	Secretary	$40,855.00	$81.70
School-Level Resources	Technology		$250.00
	Instructional Materials		$187.90
	Extra Duty Funds		$66.20
	Supervisory Aides		$50.00
	Substitutes		$71.80
District-Level Resources	Operations and Maintenance		$705.70
	Central Office		$438.80
	Transportation		$321.20
Total			$6,975

The total of these resources in the foundation funding amount ($6,975 in FY21).

A total of three adequacy studies conducted by outside firms since the early 2000s have reviewed the funding formula, in addition to the BLR reports every two years. The first was the 2003 study noted above, then in 2006 POA performed a recalibration of the education funding system which led to similar class size and lower funding for instructional materials; however, called more for resources for pupil support staff. Lastly the study in 2014 was a desk audit that compared the matrix to the evolved EB model. The BLR reports review all the components of the funding system.

The current study included an online stakeholder survey asking a series of questions to both educators and community member to gauge the general public perception of the funding system and to identify any resource areas that were of particular concern. Educators and community members were asked whether they agreed or disagreed with a series of statements. A majority of educators felt the funding system responds to the different needs of students; however, they felt that funding system did not ensure similar educational opportunities for all students, respond to the different needs of districts, and equitably distribute funding to school districts. A majority of community members felt the funding system responds to the different needs of students, ensures similar educational opportunities for all students, and responds to the different needs of districts.

Chapter 3: Analyses of the Uniform Rate of Tax and School Finance Equity

This chapter addresses the study team's analyses and findings for the tasks of assessing the impact of the finance system on school finance equity and assessing the state funding formula's Uniform Rate of Tax (URT). Our equity analysis examines the equity of the state's finance system with a particular focus on how equitably it provides for key education resources across districts, including personnel resources, program resources, and educational outcomes. The study team's analysis of the URT examines its current impact on district funding, its impact on equity, the impact of increasing the URT millage, and the impact of excess maintenance and operations (M&O) mills.

Both the BLR's 2017 analysis of horizontal equity and fiscal neutrality and this analysis of educational personnel and program resources and student outcomes indicate that Arkansas's school finance system is quite equitable. One area of concern is the higher than desired correlation coefficients measuring the relationship between local property wealth and district revenue reported in the BLR study; however, this concern is offset to some extent by the low wealth elasticity coefficients as measured by the Gini Coefficient, which indicate that increases in local property wealth do not have a significantly large effect on district revenues. The CVs and correlation coefficients generated by our analyses of specific educational resources and outcomes were all within acceptable ranges.

Similarly, our analysis of the URT and excess M&O mills did not find any immediate cause for concern. Arkansas's use of a foundation funding approach and relatively high state share of foundation funding supports an equitable finance system and a moderate local share of funding. While the number of districts currently accessing additional M&O mill levy revenues is low, our quintile analysis found that more districts in the wealthiest quintile levy excess M&O mills and the average per-student revenue raised increases with property wealth. Our analysis also found a small but steady increase in the number of districts levying excess M&O mills. Both circumstances could potentially negatively affect the equity

of the funding system if these trends worsen. The state should monitor both of these items going forward.

Though the property wealth of districts does not seem to be correlated to the personnel resources, program offerings, or student outcomes, other areas of the study show that there are relationships between other student and/or district characteristics and these areas. Chapter 4 begins to examine the relationships between student needs, performance, and funding. Chapter 7 looks at differences by district size.

Chapter 4: Indicators Impacting Student Performance

In this chapter, the study team first reviews student demographics in the state then analyzes: (1) achievement gaps across student groups, (2) the effect of concentrations of poverty on student outcomes, supplementary analyses to illustrate how varying degrees of poverty differentially impacted student academic performance, (3) the impact of class sizes on student outcomes, and (4) the relationship between student performance and educational funding.

The chapter begins with an overview of the data and the study team's analytical research methods. This overview outlines the research questions, variables of interest, and statistical approaches that comprised the quantitative analysis (see Table 4.1 below). Next, the chapter provides a summary of each individual analysis, including the methodology, and key takeaways. The chapter concludes by drawing connections between the team's findings, supplementary analyses, and related implications.

The study team's analyses supported the far-reaching effects poverty has across the state, both at the school and student level. The majority of students in Arkansas are low-income, and the team's analyses indicated that poverty is linked to lower academic performance. There are disproportionately higher rates of low-income status in (1) Black and Hispanic/Latinx student groups, (2) the categories of, migrant, homeless, and English learner (EL) and special education, and (3) in rural areas. Observable achievement gaps existed for students of color, students identified as EL, special education students, and/or low-income students compared to their peers.

Though the concentration of poverty of a school had negative impacts on student proficiency a student's low-income status had a far greater impact on that student's proficiency level. Being individually identified as a low-income student was more detrimental to student performance than attending a school with a high concentration of poverty.

Funding varied very little based on student demographics. Though low-income populations did receive more funding, the additional funding was never more the 9 precent between any group. The level of difference in funding might not be enough to drive changes in outcomes for students from low-income backgrounds.

The team also acknowledges, however, the limitations of the analysis, and that the investigations summarized here were either descriptive and/or relied on observational data. The team further notes that while these analyses cannot be utilized to support causal claims regarding potential relationships

between student- and school-level indicators and academic achievement, the findings have relevant implications to education adequacy within the state of Arkansas.

The relationship between certain demographic characteristics and student outcome shows the importance of evaluating the resource differences needed across student demographic groups. Chapter 5 looks at the how states target funds to at-risk populations, using low-income status as a proxy, and Chapter 6 provides details on programs and interventions that have been found to be effective with these populations.

Chapter 5. Addressing Poverty and Achievement Gaps: Funding Approaches

From a funding approach perspective, addressing the achievement gaps observed in the prior chapter is two-fold, first providing the resources needed to serve all students as part of the foundation matrix, and then providing additional targeted resources for specific student groups. A comparison of the resource matrix to the findings of both prior Arkansas adequacy studies and adequacy studies in other states nationally is included in Chapter 11. This chapter focuses on the approaches to targeting resources to at-risk students and includes:

- Methods for targeting resources for struggling students in Arkansas and other states
- Discussion of the use of free and reduced-price lunch (FRL) status as a proxy for being at-risk and alternative proxy measures
- How districts are currently using ESA funds and district perspectives of the most effective use of these funds

The majority of states provide funding for at-risk populations with most states using either a single or multiple weight adjustment. These formulas often rely on FRL students counts for funding but the accuracy of FRL counts is diminishing with the implementation of the CEP program. A number of alternative proxies for counting low-income students are available to Arkansas policymakers.

A number of states are already using a proxy other than FRL, ranging from direct certification to Census poverty counts. However, each alternative presents advantages and disadvantages. Districts would see disparate impacts under the implementation of the counts with impacts ranging across different regions of the state. The alternative that would most closely preserve the current count levels and distribution across districts is the alternative certification form. This option requires the state to develop and administer a new FRL certification form to replace the federal form in districts participating in CEP. While this option preserves current counts and can be used with the existing ESA formula, it results in additional costs to the state and increased administrative burden on participating CEP schools and districts.

There are a number of allowable uses for ESA funding. Survey respondents identified a few areas as the effective/most effective uses of ESA funds including supplies and materials; instructional and student support personnel; early interventions; extended learning opportunities, and professional development.

The use of ESA funds is generally aligned with the priorities expressed by districts, but the scale of funds does not closely align with the priorities expressed by districts.

Chapter 6. Addressing Poverty and Achievement Gaps: Strategies

The prior chapter focused on approaches to provide targeted funding to students to address poverty and achievement gaps. This chapter is intended to examine effective programs and strategies that schools can implement to address these gaps, including:

- Common themes in research-driven areas from case study schools that are successfully serving their low-income and EL students
- Research on the effects of poverty and the most effective programs and strategies to support struggling students

The Arkansas case study schools that are successfully serving their low-income and EL students demonstrate many of the characteristics of effective schools found in research, including research on "beating the odds" schools since the 1970s. These characteristics include: (1) effective leadership; (2) strong teacher workforce; (3) high-quality curricula and instructional practices; (4) use of data to drive instruction, with frequent formative and summative assessments, within a continuous improvement framework; (5) high expectations for all students; (6) emphasis on building personal relationships among staff, among students, and between staff, students, and parents; and (7) ample opportunities to learn and relearn content.

Research has consistently shown that student poverty levels are correlated with academic achievement and outcomes, and can have impacts on communities, schools, and students. From the community perspective, studies show that children who are poor, growing up in neighborhoods with concentrated poverty, face greater challenges than children who are poor growing up in lower-poverty neighborhoods. Students face communities with social and economic isolation, lack of employment, and health risks. Children in poor neighborhoods suffer from higher rates of social-emotional problems. While the Arkansas specific analyses partly supported these findings, the study team found strong evidence to suggest that an individual student's low-income status is a stronger predictor of standardized assessment performance than the concentration of poverty of the students school, suggesting that policymakers should think deeply about legislative solutions to support students that are individually identified as low-income.

It is important to note that no single approach is assured of working in all situations. Effectiveness varies based on the specific context of the community, school, and student; capacity and motivation of district and school staff to implement with fidelity; availability of necessary resources and supports; and ability to assess progress and make necessary adjustments. Schools with effective leadership, capable instructional staff, and sufficient resources are also best able to identify and successfully implement effective instructional strategies and programs.

However, there are different approaches that systems have employed to address these issues. Effective instructional strategies and programs include prekindergarten programs; full-day kindergarten; small

class sizes; tutoring; extended learning time; and effective social-emotional learning programs. Community-based school models and wrap-around services are also effective strategies for addressing community wide poverty impacts (concentrations of poverty).

Chapter 7. College and Career Readiness

College and career readiness (CCR) is an important area of focus nationally, in SREB states, and in Arkansas. By 2025, two out of every three jobs in the U.S. will require some postsecondary education and training.[1] To explore college and career readiness, this chapter:

- Reviews available performance data in CCR areas in Arkansas and comparison states
- Examines access to CCR courses across the state, including variation between districts
- Shares LEA survey information on what changes LEAs would like to make in the area of career and technical education (CTE) or what other educational opportunities they would like to offer their students in CCR areas
- Reviews research on indicators of postsecondary success
- Examines CCR definitions, including research and policies in other states, stakeholder feedback from educators and community members on what components should be included, and recommend definition language

College and career readiness is an important area of focus nationally, in SREB states. National research identifies a wide variety of college- and career-readiness indicators and predictors of postsecondary success, including related assessment outcomes, behaviors, grades, coursework, and skills. Arkansas has a robust set of data available to measure and monitor college and career readiness in many of the same areas identified by the research.

Further, many states have adopted actionable definitions including components of core academic knowledge, behavior skills and dispositions, learning capabilities, and career planning and preparation. Stakeholders strongly supported the inclusion of these elements, particularly "soft skills" and a definition that valued career readiness.

The study team recommends a Career Readiness definition (presented in Chapter 12 as Recommendation 4) that is based upon key components of actionable definitions from other states and best practice research, and it is supported by stakeholder feedback on a college and career readiness definition that focuses on career readiness, recognizing that college is but one avenue to get to a career.

Chapter 8. District, School and Class Size

This chapter examines district, school, and class size. The size of districts and schools can have a direct impact on the resource needs of districts and the opportunities students are afforded within those districts, including class size. The study team first provides some background on districts and schools in Arkansas. Second, available research and national policies on ideal district and school size are examined. Third, the study team examines the relationship between district size and educational opportunities for

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[1] Southern Regional Education Board (SREB) https://www.sreb.org/topic-college-and-career-readiness

students in Arkansas. Fourth, approaches to addressing the needs of small, rural, and isolated districts are examined.

Arkansas has a diverse set of districts and schools with much of the student population attending school in districts in relatively low population areas. Districts tend to be small, with an average district size of 1,800. About a third of all the schools in the state enroll less than 500 students, with around 30 percent of schools having 300 or less students. The variation in district size and high concentration of smaller schools, makes it important that the state examines the differences in opportunities that smaller schools and districts face.

In examining the data for Arkansas, there are observable economies of scale for personnel, particularly teachers and district staff with smaller districts having more of these staff per-student than larger districts. There is less correlation between per-student costs and district size than one might expect, but this is likely due to tradeoffs that smaller districts are making, including having lower salaries to allow for the higher levels of staffing needed. Overall, smaller settings also appear to be able to provide a strong curriculum, but it is more weighted towards CTE than more traditional college preparation courses, such as AP and foreign language. To overcome some of the diseconomies of scale faced by smaller districts, Arkansas districts appear to rely on ESCs.

There does not appear to be one "best" district or school size based on the research, especially in a state that has a wide variation of community sizes and population density. Instead, it is important to ensure that the funding system is accounting for the cost differences districts face due to size, something that many states do through a district size adjustment. A similar adjustment could be considered in Arkansas to provide the resources needed for the state's smallest settings.

Chapter 9. Attraction and Retention of Staff

The ability of districts to attract and retain qualified staff can have a direct impact on student outcomes. Further, districts face national systemic barriers and local barriers to securing staff.

This chapter details the study team's work on attraction and retention of staff, including examining the national research on attraction and retention of teachers, administrators, and nurses, comparing workforce data and policies in the comparison states; analysis of differences in qualifications of teachers across districts in Arkansas; and providing stakeholder feedback.

The nation faces a teacher shortage with teacher preparation programs unable to produce the number of teachers needed to keep up with student growth and teacher attrition. Arkansas has enacted programs many states use to try to attract and retain teachers, including loan and scholarship programs for new teachers and hard-to-staff school and subject bonuses to attract teachers to specific settings.

Arkansas data shows disparities in the teacher workforce when looking at district need and size. Districts with higher rates of FRL students employee teachers with lower years of experience and lower percentages of master's degrees. The same pattern holds for smaller districts. Stakeholders indicated in both the educator panels and online survey that salaries are a large factor in teacher recruitment and

retention. Starting salaries, the potential for growth in salaries, and the competitiveness of Arkansas salaries to neighboring state salaries all impact districts' ability to attract and retain teachers. Strong support and PD help districts keep teachers. Special education, math and science teachers are hard to attract across the state, along with some classified staff such as bus drivers.

There is less research on attraction and retention for administrators though districts face high costs when replacing a principal with estimates ranging from $36,850 to $303,000 per principal. States are creating approaches to support and grow administrators. This includes direct support for new administrators and evaluation systems used to identify skills gaps of administrators.

Research shows nurses can provide savings to schools with one study estimating over $130,000 in savings through workload reductions of other school staff. Schools are directly competing with many other sectors for nurses, leaving many schools without full-time nurses. Arkansas's current student-to-nurse ratio is in the middle of the comparison states but higher than the recommended ratios from national organizations.

Chapter 10. Other Requested Studies

The RFP requested the study team investigate a number of additional topic areas, including professional development, teacher collaboration/planning time and extra duty time; student mental health; impact of waivers in Act 1240 schools; impact of enrollment change; impact of vouchers; and capital needs, which are all addressed in this chapter.

Professional Development (PD): Research has found that effective PD: (1) focuses on content and also models effective practice; (2) incorporates active learning; (3) promotes collaboration; (4) allows for job-embedded practice; (5) includes coaching to provide personalized support; (6) continues for a sufficient duration to allow teachers time to learn, practice, implement, and reflect; and (7) aligns with school goals, state and district standards and assessments, and professional learning activities. The intended purposes of the state's PD funding approach are well aligned with the research on effective practices, including that it allows for training of a sufficient duration (10 days available), includes coaching (instructional facilitators in the matrix), and allows for collaboration and embedded learning (available planning and collaboration time). Teachers also had duty-free lunches and limited extra duties, due in part to the additional funding provided by the state for supervisory aides. However, districts historically spend more on PD and extra duty compensation than they receive.

Student Mental Health: The funding matrix currently provides a line item for counselor/nurse positions but does not otherwise specifically identify student mental health positions as a resource item. Based on the national data, Arkansas LEAs staff student mental health positions at lower (better) ratios than the comparison states, although still at higher levels than the professional associations recommend. Many states have adopted an overall state-level approach addressing student mental health including Arkansas which has implemented the Arkansas AWARE program.

LEAs vary in ways they serve student mental health needs: larger systems are more likely to use district- or system-employed therapists than smaller systems; and LEAs with higher concentrations of poverty

were more likely to access specialists through ESCs than higher-wealth districts. Educator panelists identified the availability of mental health services for students as a key area of concern.

Waivers: Looking at schools in non-charter districts that are eligible to receive waivers under Act 1240, nearly all have waivers for flexible schedules, followed by waivers related to teacher licensure, attendance, and librarian/media specialists. The study team examined changes in student demographics, performance, and expenditure between schools that had at least one waiver other than a flexible schedule waiver and those that did not. The team found that schools with waivers had similar demographics and literacy outcomes to schools without waivers, but lower math outcomes. The schools with waivers also had higher expenditures per student.

Using a linear regression model, the study team examined the impacts of having waivers after controlling for student and district demographics, as well as prior expenditure and performance levels. The study team found minimal correlations between aggregate waiver categories and outcomes but did find some correlations when looking at individual waivers. However, even an observed correlation does not necessarily indicate that the waivers caused these differences. Overall, strong conclusions about the impact of waivers cannot be drawn.

Enrollment Changes: Current approaches in Arkansas to address student growth and decline fit within the accepted methods found nationally to address enrollment changes. The study team does not see a reason to suggest changes to the current approaches. Arkansas could consider funding only districts growing at a high rate, acknowledging that many districts can absorb smaller changes. Before changing, it should consider how well smaller growing districts can absorb these changes. The study team would not suggest a change in the state's declining enrollment funding since declining districts are being funded on prior year counts and are also seeing the benefit of declining enrollments in the current year.

Vouchers: Arkansas currently offers a single voucher program for students with disabilities and does not offer a tax credit scholarship program. Comparison states range in the programs offered – five states do not have either type of program, four states offer both, while seven others offer one or the other. The impact voucher programs have on state funding are invariably tied to the structure of each program. Some state voucher programs pull from the general education fund and reduce the total dollars available to LEAs, while others (including the Arkansas program) are funded by separate state appropriations from general K-12 funding. Tax credit scholarships are funded entirely by private donations; however, the tax credits donors receive reduces a state's total revenue by the amount of credits provided in a given year.

Capital Needs: Arkansas's Academic Facilities Partnership Program (Program) for capital funding is similar to those used throughout the country and in the comparison states. The state provides funding to qualified projects that meet the highest levels of need based on a given funding cycles priorities. The level of state funding is determined on the FWI of each receiving district.

Recent program funding seems related to wealth and need and less related to setting or size. The systems design to increase capacity in lower property wealth districts seems to be working as less

wealthy districts report turning to the Program more frequently for major renovation, while wealthier districts report they are relying on local bonding capacity. Middle wealth districts do report struggling to find support for major capital projects through Program funding or local bonded indebtedness.

Chapter 11. Review of Resources in Matrix and Methods for Routinely Reviewing Adequacy

This chapter reviews all resource components in the matrix, first by comparing it against three prior Arkansas studies conducted by POA as well as against adequacy studies in other states. It then summarizes all information from the various study activities for each matrix component and provides a discussion of methods for routinely reviewing adequacy.

After comparing information from all study sources, there are a number of matrix areas where the evidence regarding resource levels is most consistent including:

- K-3 student ratios
- Non-core teacher staffing at the secondary level
- Secretary
- Library/ Media Specialist
- Assistant Principal
- Instructional materials
- Student mental health
- School safety and security

In Chapter 12, the study team makes recommendations in these areas. The study team does not recommend adoption of a specific resource level, but instead recommends that the Committees reconsider these matrix items based on the convergence of the study's findings.

The study team also believes that the state meets its Lake View obligations by having "constant study, review, and adjustment" to the funding system, with constant study and review being addressed through the three adequacy studies conducted by an outside firm and the adequacy work of BLR. However, while there have been a number of adjustments made to the matrix since implementation, the main staffing parameters of the matrix have changed little over time. As such, the study team offers a recommendation in Chapter 12 for a hybrid approach to reviewing adequacy that incorporates this existing review with a broader adequacy study using two or more adequacy approaches identified above.

Chapter 12. Recommendations

This chapter provides a set of recommendations that reflect this study's body of work. The study team recognizes both that it is the legislature's role to determine adequacy and that the state does not have unlimited resources. Further, the study team has not been asked to establish adequacy levels. As such, the recommendations do not identify specific resource targets, although several are framed around resources levels, as related to the research that has been completed.

The recommendations are based on various analyses conducted by the study team including:

- Fiscal and performance data analysis using data from the Arkansas Department of Education (ADE) and the Bureau of Legislative Research (BLR)
- LEA survey of current resource use and practices
- Case studies
- Literature reviews
  - National research
  - Current practices and adequacy studies in other states
  - Previous Arkansas studies
- Stakeholder engagement
  - Educator panels
  - Stakeholder survey
- Additional quantitative and qualitative work

These recommendations were developed in areas where the body of evidence across all analyses identified the need for specific consideration of an item. For each recommendation, the study team identified the recommendation as well as the related context and supporting evidence.

The study team also identified several "best practice" consideration areas that did not meet the recommendation criteria described above but are important to note given their relevance to this work. These additional suggestions are often process or data related and could be addressed without significant changes to state systems. These best practice considerations are also included in the relevant chapters throughout the report.

Recommendation 1: The state should consider adopting a hybrid approach to reviewing adequacy. In addition to the current two-year adequacy review cycle, a larger-scale study, utilizing multiple approaches to adequacy review, could be implemented at a regular interval set every six to 10 years with a focus on all aspects of funding, including (but not limited to) base resources, adjustments for student characteristics, and adjustments for district characteristics. Student characteristics include being low-income (using FRL as a proxy), an English Learner (EL), or in special education. District characteristics could include size or regional cost differences.

Several approaches could be implemented, and the study team suggests at least two approaches be used in conjunction with each other. The evidence-based approach can be used to examine the base cost and adjustments for student characteristics. The professional judgment and/or cost function approaches could be utilized to examine all aspects of the formula (base cost and adjustments for both student and district characteristics), and the successful schools approach could be utilized to examine the base cost amount.

The implementation of any of the approaches should be related to specific outcome goals for students. Various levels of student performance could be examined using either the cost function or successful schools approaches, allowing the Committees to understand the difference in resource needs for various outcome levels. The study team suggests that at least in the near term, a resource model, based

on either the evidence-based or professional judgement approach, be kept in place, as the history for review has been based on the ability to examine an explicit resource base.

Context and supporting evidence: As discussed in Chapter 2 and 11, the state meets its Lake View obligations by having "constant study, review, and adjustment" to the funding system. Since the early 2000s, the state has implemented both constant study and review through three adequacy studies conducted by an outside firm and the adequacy work of BLR. The two-year cycle of studying all aspects of the matrix conducted by BLR allows the state to meet the Continuing Adequacy Evaluation Act of 2004. Though determining funding based on a specific resource allocation matrix does create some tension between the funding model and expectations for expenditures at the district level, it does provide a clear line of sight to the setting of adequacy by the legislature. Though there have been a number of adjustments made to the matrix since implementation, the main staffing parameters of the matrix have changed little over time.

The study team believes a larger scale, multi-mode review would benefit Arkansas by allowing the state to align resource allocation with performance and funding needs identified in this study related to both student and district characteristics in Chapters 4 and 8.

The detailed data analysis in Chapter 4 showed that student groups, such as low-income, EL, and special education, had lower outcomes than other students in the state. This was true when controlling for student and district characteristics, including student race and ethnicity, average teacher experience, average class size, millage rates, population density, and proximity to urbanized areas. Table E.4 compares the proficiency rates of each student group versus the relevant comparison group.

Table E.4: Achievement Gaps by Student Group

Student Population	Proficiency Rate	Comparison Group Proficiency Rate	Gap
ELA			
Low-income (FRL) Students	34.6%	63.1% (Non-FRL Students)	28.5%
EL Students	13.8%	47.1% (Non-EL Students)	33.3%
Special Education Students	7.2%	49.8% (Non-SPED students)	42.6%
Under-Represented Minority (URM) Students	33.0%	55.4% (White & Asian Students)	22.4%
Math			
Low-income (FRL) Students	38.2%	64.6% (Non-FRL Students)	26.4%
EL Students	22.6%	49.6% (Non-EL Students)	27.0%
Special Education Students	12.2%	52.5% (Non-SPED students)	40.3%
URM Students	32.3%	54.3% (White & Asian Students)	22.0%

Stakeholder engagement and BLR data analysis also indicate that districts struggle to provide the resources needed for these student groups. Districts reported needing to use funds from other sources to cover the costs of special education and EL services. Often, Enhanced Student Achievement (ESA) dollars are utilized to cover the costs of both special education and EL services (and to address other areas that support all students), limiting the use of ESA resources for low-income students.

Further, districts reported that smaller districts often face difficulties resourcing schools at the current matrix level, often having to redirect resources to meet classroom staffing needs or to provide a minimum FTE level. The differences in economies of scale between larger and smaller districts is readily apparent when looking at average student-to-teacher ratios and average class sizes (note, these figures include all teachers in schools), as shown in Chart E.1.

Chart E.1: Average Student-to-Teacher Ratios by District Size Quintile
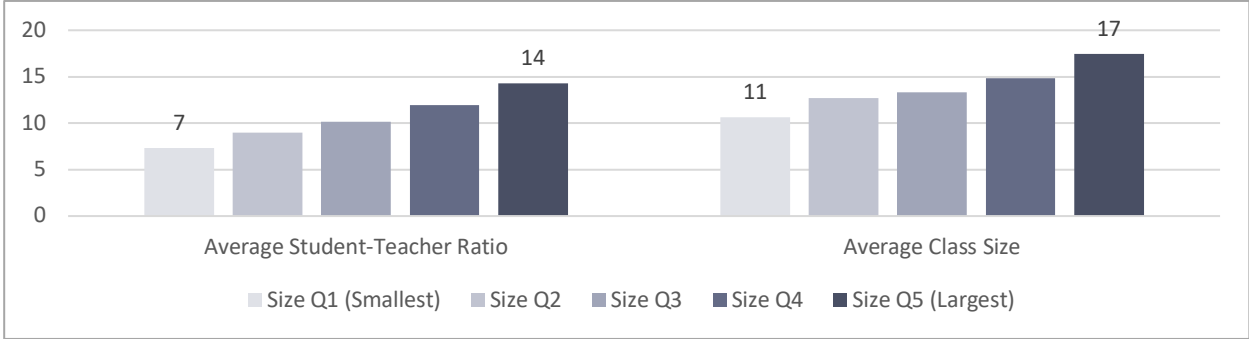
Differences in economies of scale for Arkansas districts are also seen in the total teaching FTEs in a school, and in other staff positions when expressed as FTE per 500 students (Table E.5).

Table E.5: Arkansas Personnel by District Size Quintile, Average FTE per 500 Students (2018/19 NCES)

Size Quintile	LEA Administrators	LEA Administrative Support Staff	School Administrators	School Administrative Support Staff	Full-Time Equivalent (FTE) Teachers	Total Guidance Counselors	Librarians/ Media Specialists
1 (smallest)	1.6	4.4	2.1	4.2	56.5	1.8	1.5
2	1.1	3.3	1.9	3.1	49.0	1.6	1.5
3	0.8	3.0	1.8	3.3	46.3	1.5	1.4
4	0.6	2.8	2.0	3.5	40.9	1.4	1.2
5 (largest)	0.3	2.5	1.9	2.9	35.4	1.3	0.9

As shown in Table E.5, the size of the district has an impact on the number of personnel needed in the district and its schools. Many of the personnel categories show the need for more staff per 500 students in smaller districts. At the school level, teacher FTEs are nearly 60 percent higher in the smallest quintile districts compared to the largest quintile. While there are class size guidelines that drive the number of teachers needed, there are also minimums that must be met (such as having a 4th grade teacher even if a district only has 10 4th graders) that reduce average class sizes and increase the FTE needed.

The staffing diseconomies of scale in smaller districts, which are often rural, can result in the inability to provide competitive wages to staff, impacting the ability of districts to attract and retain personnel, as seen in the salary differentials shown in Table E.6 and discussed in Chapter 9.

Table E.6: Average Salaries by District Size and Locale

By Size Quintile	Average Classroom Teachers Salaries
Size Q1 (smallest)	$42,227
Size Q2	$43,792
Size Q3	$44,650
Size Q4	$46,963
Size Q5 (largest)	$51,395
By Locale	
Rural	$44,992
Urban/Suburban	$52,149

The current matrix does not differentiate resources by district size, resulting in some districts being much more efficient than others and therefore better able to leverage their funding, while smaller districts lack this ability. An alternative approach, used by many states, would be to have an adjustment based on district size that provides higher levels of per-student funding to address the economies of scale issues in smaller district settings. This adjustment is not just for isolated settings but for all smaller districts. Chapter 8 models examples of size adjustments in other states, benchmarked to either 500 students as the base (lowest point) or 3900 students. The example benchmarked against 3,900 students is shown below.

Chart E.2: Examples of Size Adjustments with 3,900 Students as the Base
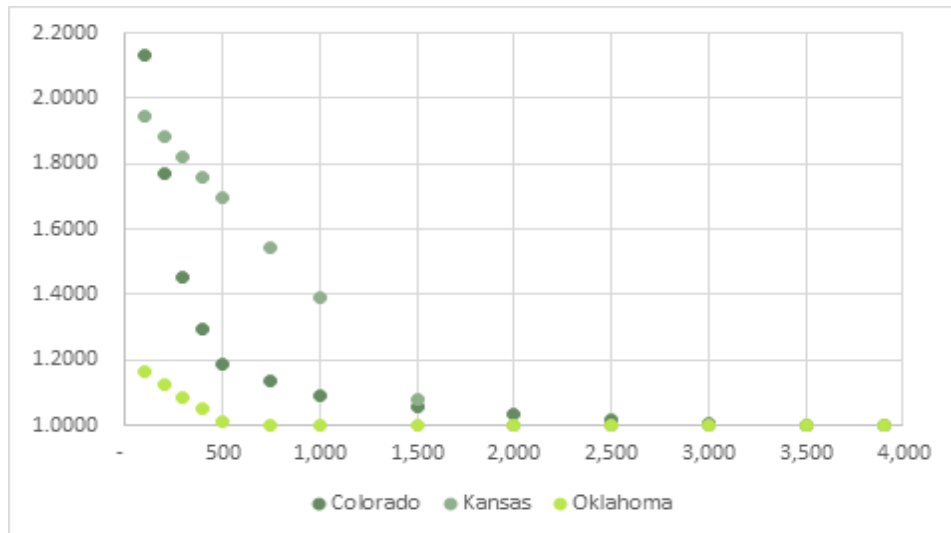
Adjustments like these examples are consistent with school finance research that indicates that per student costs increase as size decreases, resulting in an observable "j-curve" relationship. The study would recommend that such an adjustment be reviewed as part of the larger study to ensure it in Arkansas specific.

Overall, a multi-approach study would address many of the areas highlighted in the study, including allowing the state to examine the costs for all students with an emphasis on special needs populations and differences in costs faced by districts due to size and locale.

Recommendation 2: Revisit current incentive structure to increase the number of highly qualified teachers serving students at high-need schools and small schools. Monitor and ensure teacher quality is equitable across schools.

Context and supporting evidence: As shown in Chapter 9, access to qualified educators varies across the state, including in districts with higher concentrations of low-income students and in smaller districts. An analysis of teacher workforce data indicates that teaching staff at schools serving larger low-income, and particularly more impoverished student populations, as defined by those that qualify for free lunch or that are identified through direct certification, are less qualified than teachers at more affluent schools. This presents a clear issue of equity and access to quality instruction. Table E.7 below shows that as the percentage of students directly certified or who qualify for free lunch increases, the percentage of teachers: (1) with a master's degree, and (2) who are fully certified in the subject area they teach both decrease.

Table E.7: Teacher Education and Certification by Need Decile

Deciles: % Free Lunch/Direct Certification	% of Teachers with a Master's Degree	% of Teachers Fully Certified for their Positions
1st (lowest)	45%	98%
2nd	41%	98%
3rd	37%	98%
4th	39%	97%
5th	35%	98%
6th	37%	96%
7th	40%	97%
8th	38%	97%
9th	37%	93%
10th (highest)	32%	91%

A similar difference in teacher education and certification is seen by school size, as shown in Table E.8.

Table E.8: Teacher Education and Certification by School Size Decile

Deciles: School Enrollment	% of Teachers with a Master's Degree	% of Teachers Fully Certified for their Positions
1st (smallest)	28%	89%
2nd	29%	91%
3rd	34%	94%
4th	36%	97%
5th	33%	98%
6th	36%	98%
7th	38%	97%
8th	41%	97%
9th	40%	96%
10th (largest)	44%	98%

At present, there is a moderate negative correlation between teacher salaries and school enrollment size, and the same is true for teacher salaries in a school and that school's share of low-income students.

The state currently has programs that attempt to address some of the attraction and retention issues in smaller and higher needs districts including High-Priority District Teacher Recruitment and Retention program and aspects of the National Board for Professional Teaching standards programs. Ensuring that the incentives in these programs are driving the expected changes is important for addressing the disparities in teachers across settings.

Additionally, providing resources targeted to smaller and higher student need districts may allow districts to become more competitive in salary, attracting and/or retaining higher qualified staff members. The resources could also be used to improve working conditions, which has been shown to improve retention.

Recommendation 3: Develop a legislative task force to investigate and address the out-of-school factors that inhibit performance for high need students within the state.

Context and supporting evidence: As shown in Chapter 4, compared to schools with low concentrations of low-income students within the state, schools with the highest concentrations of low-income students are smaller and more remote, graduate fewer students, and have lower proficiency rates in English and math. In addition, they serve: (1) large percentages of at-risk students, and (2) significantly fewer white students, as compared to more affluent districts. It is also important to note that, based on 2019 data, students with the most needs also face the most challenges related to achievement gaps, as shown in Recommendation 1.

The differences in students' performance levels are not indicative of student abilities but rather suggest differences in instructional needs and required supports, as well as external factors, such as generational poverty and systemic issues like racism and classism. Much of the feedback that the study team heard suggested that low-income students come into schools with a variety of physical and emotional needs that must be addressed before their educational needs can be addressed. Given that many of these issues are not solely educational and likely represent a nexus of agencies and funding sources, the study team proposes that the legislature examine the ways educational disparities are systematically reinforced in the broader community.

This task force should be guided by the prevailing literature on the impacts of poverty and programs to address as outlined in Chapter 6, with a focus on the in- and out-of-school factors that can impact and/or inhibit student success. Specifically, the study team recommends convening a task force charged with developing legislative solutions to any issues that are identified, which might include: (1) access of low-income students to before- and after-school enrichment activities[2]; (2) availability of mental health services to students in high-need schools or those in remote locations[3]; (3) access to internet and technology in low-income communities[4]; and lastly, (4) availability of services offered to students' families, e.g., referrals, adult education, and health care services.[5] Taken together, these areas represent

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[2] Hodges et al., 2017
[3] Swick & Powers, 2018
[4] Du et al., 2004; Slavin & Storey, 2020
[5] Starkey & Klein, 2000; Cosgrove et al., 2020

opportunities for the legislature to support the whole child, and to address the myriad factors that invariably impact student academic achievement.

The task force would be led by members of the Education Committees but also include other participants. This could include other legislators on relevant committees; teacher, administrative, and non-certified representatives; ADE staff; and stakeholders from organizations involved in providing wrap-around services for students and families.

Recommendation 4: The state should adopt a career readiness definition that includes: 1) core academic knowledge and skills, 2) capabilities, 3) behavior skills and dispositions, and 4) postsecondary preparation and planning. The study team recommends that the definition be focused on career readiness for all students, as college is just one of several pathways to a career.

The study team recommends the following Career Readiness definition:

> *Upon high school graduation, Arkansas students should be prepared to take the next steps toward a career regardless of whether that is college (two- or four-year), a technical program, military service, or an entry-level career position.*

> *More specifically, an Arkansas student who is career ready will have:*
> - *Gained core academic knowledge in mathematics, science, and English language arts to enable them to successfully complete credit-bearing, first-year courses at a postsecondary institution.*
> - *Demonstrated capabilities such as communication, critical thinking, collaborative problem-solving, time management, and information and technology skills.*
> - *Developed behavioral skills and dispositions such as dependability, perseverance, working effectively with others, adapting, and managing stress.*
> - *Developed financial literacy.*

> *All Arkansas students should be guided in career exploration, planning, and decision-making throughout their K–12 education to enable them to successfully navigate their chosen career path. This includes knowledge of careers, industries, and postsecondary education and training opportunities, identification of individual interests and abilities, and development of a personalized postsecondary plan with the concrete steps that need to be taken to enter a specific career field after graduation. Further, students should have had opportunities to participate in advanced, concurrent enrollment, career and technical education (CTE) or other career-focused courses, internships, and apprenticeships to demonstrate that they are career ready.*

Adjustments to the resource matrix in upcoming recommendations 5b (non-core teacher allocation), 5f (student mental health to prioritize guidance in current counselor allocation), and 5g (instructional materials) would support school and district implementation of the Arkansas Career Readiness Definition.

Context and supporting evidence: Within the state's Comprehensive Testing Assessment Accountability Program statute, college and career readiness is defined in a limited manner and focused on students "successfully completing credit-bearing, first-year courses at a postsecondary institution; and embarking on a chosen career." This existing definition has been incorporated and expanded on in the recommended definition. An actionable definition like the one proposed that includes specific academic knowledge, skills, and traits that students are expected to have in order to be college and career ready is well supported by national research and policy recommendations from organizations such as ACT and the federally funded College and Career Readiness and Success Center. Adopting this (or a similar) definition would also place Arkansas among the other roughly 15 states that include capabilities, behavior skills, and college and career preparation knowledge and skills in their definitions.

Educators and community members who participated in stakeholder engagement strongly supported a definition that included the above elements, with particularly strong support for the inclusion of "soft skills," like the noted capabilities and behavioral skills and dispositions and an increased focus on career readiness.

Recommendation 5: The Committees should reconsider current matrix resource levels in the areas where the body of evidence is most consistent.

The study team does not offer a specific recommendation for each area of the matrix but instead has included the matrix areas with the most consistent evidence regarding resource levels from various study sources. The study team does not recommend adoption of a specific resource level, but instead recommends that the Committees reconsider these matrix items based on the convergence of the study's findings as presented in Chapter 11.

> Recommendation 5a: The Committees should reconsider the current student-to-teacher funding ratios for students in kindergarten through third grade.
>
> *Context and supporting evidence:* The study team's examination of previous EB studies for the state, other national adequacy studies, stakeholder engagement feedback, and literature review findings all point to lower student-to-teacher funding ratios for kindergarten through third grade than currently provided for in the Arkansas matrix. The EB studies and other national adequacy studies suggest funding at a 15:1 ratio, while the study team's literature review identifies ratios of between 13 and 17:1.
>
> Though the data analysis did not provide evidence of improved performance at lower class-size ratios, a number of factors must be considered when examining this finding. First, class size information used for the analysis was aggregated to the school level. Therefore, the study team was only able to analyze the effects of average class size on school-level outcomes. Optimally, an investigation of class-size effects would consist of a student-level analysis, with teachers and students randomly assigned into classrooms of different class sizes (Hanushek, 1999). Secondly, differences in class size by core classrooms or grade level were not documented for analysis.

Finally, the literature review suggests that until class sizes reach the levels indicated, below 17:1, impacts are not likely to be seen.

To better understand the impact of class size, the study team suggests that class-size data be collected by class type (e.g. core classes, pullout special education or EL classes, etc.) and grade level to support a more granular analysis.

Recommendation 5b: The Committees should reconsider the non-core staffing level for high schools.

Context and supporting evidence: The study team's examination of previous EB studies for the state, other adequacy studies, and stakeholder engagement shows evidence that more non-core staff are likely needed for high schools. The most recent EB study and national studies identify the need for 33 percent more staff above core teaching staff. Stakeholders expressed the need for a higher number of non-core teachers to provide for adequate planning time and to meet course offering needs, such as CTE and Advanced Placement. This ability to focus more on these types of career readiness courses would allow the matrix to be well aligned with the recommended career readiness definition that includes a focus on providing opportunities for students to take advanced course work and career-focused courses.

Recommendation 5c: The Committees should reconsider the secretary staffing level provided in the matrix.

Context and supporting evidence: The current funding of 1.0 secretary FTE is below recommendations and feedback from the EB studies for the state, other adequacy studies, and stakeholder engagement. The most recent EB studies and other adequacy studies all suggest resources of at least 2.0 secretary FTE. Stakeholders identified that at least two were needed to cover all the responsibilities of a school's front office, and similarly case study schools above 400 students generally had at least two secretarial staff members.

Recommendation 5d: The Committees should reconsider the library/media specialist staffing level funded in the matrix.

Context and supporting evidence: The current funding of .85 librarian/media specialist FTE is below recommendations and feedback from the EB studies for the state, other adequacy studies, and stakeholder engagement feedback. This level of funding is also below state rules/accreditation. The most recent EB studies and other adequacy studies all suggest resources of at least 1.0 library/media FTE. Stakeholders identified that the funding level is below what is required for a school of 500 students in the state's accreditation system.

Recommendation 5e: The Committees should consider identifying a separate line for assistant principal FTE in the matrix.

Context and supporting evidence: The current matrix does not separately provide resources for an assistant principal. Current Arkansas accreditation requirements state that "schools with an enrollment exceeding 500 students shall employ at least one full-time principal and a half-time assistant principal, instructional supervisor, or curriculum specialist." Past matrix review studies have identified the ability of districts to utilize part of funded instructional facilitator FTE to staff an assistant principal. Currently, districts have 1.78 instructional facilitators and 0.84 assistant principals per 500 students (a total of 2.64 FTE), while the matrix provides 2.5 FTE for instructional facilitators. Other adequacy studies all had at least one assistant principal for 500 students, with variation by grade level, and case study schools of similar size also had at least one assistant principal. Stakeholder feedback also suggested the need for an assistant principal (at least half-time) in a school of 500 students. The study team suggests separating out the resources for assistant principal from the instructional facilitator line item for greater transparency and to allow for consideration of the resources provided separately.

Recommendation 5f: The Committees should consider adding resources for mental health and school security/SROs to the matrix.

Context and supporting evidence: Two resource areas were most frequently mentioned during stakeholder engagement as being missing from the matrix: school safety/SROs and mental health resources. Though the matrix identifies resources for guidance counselors and nurses, stakeholders felt that growing student needs go beyond the expertise of guidance counselors and that specific student mental health resources need to be identified. Stakeholders also expressed that the reliance in many districts on outside/community agencies to provide specialized therapy beyond a school counselor's expertise can create barriers to access. Further, providing additional mental health resources would allow counselors to focus on guidance, including supporting students as they explore careers, develop postsecondary plans, and participate in internships or apprenticeships.

No resources are currently identified for school security/SROs in the matrix. Stakeholders identified this as an area that is being covered by other funding, including ESA funds. Community members in particular shared concerns in this area. There are growing concerns over security in schools and it is a high priority area for many districts without a direct source of funding.

These resources could also be funded separately as a categorical outside the matrix.

<u>Recommendation 5g: The Committees should reconsider the funding for instructional materials in the matrix.</u>

Context and supporting evidence: The Committees have increased funding for FY22 and FY23 to $192.60 and $197.40 per student, respectively. These figures still fall below the recommended funding from all three Arkansas EB studies and other adequacy studies, all of which recommend at least $250 per student. Districts currently spend $227 per student for instructional materials. Instructional materials allocations could also be used to address assessment needs, both for interim assessments to allow for data-driven instruction, or to meet any current or forthcoming needs, such as dyslexia screeners or measuring career readiness skills (for example: ACT WorkKeys).

Recommendation 6: The state should smooth its ESA funding formula with a focus on providing higher resources per student at lower concentrations of students. Additionally, the formula should be created as a weight above the foundation amount, allowing ESA funding to rise at the same rate as foundation funding. All ESA funds should flow through this formula, including funding currently provided as a separate match grant.

Context and supporting evidence: This recommendation is intended to address three issues in the current approach to ESA funding: (1) funding cliffs, (2) the resource needs of students at lower concentration tiers, and (3) ESA funding historically increasing at a slower rate than foundation funding.

As the report mentioned in Chapter 5, Arkansas's current ESA funding formula provides funding based on three different funding tiers, which creates "cliffs" at each tier threshold. For example, a 1,000-student district with 69 percent of its students qualifying for free or reduced-price lunches (FRL) would currently receive $362,940 (1,000 x .69 x $526). If the districts added just one more FRL student, increasing funding would increase to $735,700 (1,000 x .70 x $1,051). A one percentage point change in concentration is effectively worth $372,760, more than the total amount of funding for the 690 students in the first example. These cliffs embed a high degree of uncertainty in funding and put undue pressure on districts to identify students close to the two cliff thresholds.

The data analysis in Chapter 4, indicates that a school's concentration of poverty, or the percentage of low-income students within a school, is not a statistically significant predictor of proficiency. In contrast, study findings indicated that an individual student being from a low-income background is in fact a strong and statistically significant predictor of academic performance. Compared to their wealthier peers, students who were low-income were more than seven percentage points less likely to achieve proficiency in math and English. These findings suggest it is more prudent to examine individual student economic status when analyzing student performance, as opposed to a focus on school-level poverty.

Further, foundation funding through the matrix has historically increased at a higher rate than ESA funding. As noted in Recommendation 1, feedback from districts and analysis of expenditures indicates that these funds are being used to support other student groups and provide resources for all students, further diluting the potential positive impact of funding for low-income students.

The study team suggests that a new ESA formula be implemented in light of the issues described above. First, the new ESA formula should focus on targeting a more similar level of resources for all eligible students to better align with the student performance research findings. The formula can then include a concentration of poverty adjustment that provides additional resources for districts with the highest concentration of low-income students, but the formula should be smooth, ensuring that there are no cliffs in the system. The study team also recommends that the new formula be a weighted adjustment linked to the matrix foundation amount (base). The creation of the adjustment can be based on a per-student amount but then expressed as a weight of the base. This will allow the ESA funding to rise over time in conjunction with changes to the foundation amount.

The study team recommends that all ESA funds be distributed through this formula mechanism instead of provided funding through two streams: the ESA funding categorical and an ESA grant match program.

Recommendation 7: The Committees should consider removing special education funding from the resource matrix and provide funding based on actual special education students served.

Context and supporting evidence: Special education is primarily funded through the 2.9 FTE per 500 students included in the funding matrix as discussed in Chapter 11. This is considered a census-based funding model and presumes that districts have similar percentages of special education students and that these students have similar levels of special education needs. However, as also noted in Chapter 11, most states (36) fund special education based upon actual student counts recognizing that the percentage of special education students can vary in districts.

Table E.9 shows how special education percentages and spending vary across LEAs in Arkansas.

Table E.9: Percentage of Special Education Students and Spending Per Special Education Student

	2017/18	2018/19
Percentage of Special Education Students		
Min	2.66%	4.76%
Max	26.56%	33.90%
Mean	12.92%	13.61%
Standard Deviation	3.16%	3.25%
Spending per Special Education Student		
Min	$1,574	$1,364
Max	$18,669	$15,441
Mean	$5,032	$4,899
Standard Deviation6	$1,762	$1,513

In 2017/18, the minimum percentage of special education students in an LEA was just 2.66 percent and 4.76 percent in 2018/19. The maximum percentages were 26.56 and 33.90 percent, respectively. The

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6 The standard deviation is a statistic that measures the dispersion of a dataset relative to its mean and is calculated as the square root of the variance.

average special education percentage was 12.92 percent in 2017/18 and 13.61 percent in 2018/19, with the majority of schools falling within three percentage points of the mean each year. Spending per special education student ranged from just under $1,600 to over $18,500 in 2017/18 and from just under $1,400 to just over $15,500 in 2018/19. Conversely, the average per student spending for special education students was $5,032 in 2017/18 and $4,899 in 2018/19, with a standard deviation over $1,500 per special education student in each year.

Arkansas could use the results of the multi-approach adequacy update described in Recommendation 1 to first establish special education funding levels either through a single weight for all special education students or multiple weights based on student need. This weight(s) would then be applied to the special education student enrollment count and thus provide differentiated funding based on the distribution of students with special education needs across the state. In addition, a multi-weight system would also align resources to the levels of services students need in each district.