


ADEQUACY TESTIMONY
NOVEMBER 2019



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POSITIVE
STATE
INITIATIVES

- Professional Learning Communities
- RISE (Reading Initiative for Student Excellence)
- Computer Coding
- Broadband Expansion to Rural Communities (Arkansas Rural Connect)
- Educator Compensation Reform (teacher salary increase)
- Renewed focus on CTE

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CTE FACILITY EXPANSIONS

Increase in Partnerships Between School Districts, Community Colleges, Local Government, & Private Industry

- Sheridan: Kohler Academy (Robotics Lab)
- Paris: Logan County Career and Technical Center
- Bentonville: NW AR Robotics Training Center & Integrated Design Lab



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CTE FACILITY EXPANSIONS, CONTINUED

- Gentry's Industrial Maintenance Training Center/Heavy Duty Truck Program
- Saline County Career and Technical Center (voter-approved)
- Lockesburg Industrial Maintenance Institute
- Carroll County Career Center
- Blytheville: ANC Center for Allied Technologies (Steel Industry Technology)



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SCHOOL DISTRICT INITIATIVES IN CTE

- Clarksville: "CATS" School -- focus on National Center for Construction Education curriculum
- Pulaski County: Career Academies -- implementing Ford Next Generation Learning Model
- Siloam Springs: national phlebotomy and RMA certifications
- Crossett: OWL Program -- job skill training for students with disabilities



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SCHOOL DISTRICT INITIATIVES IN CTE, CONTINUED

- Genoa Central: Construction Technology Program
- Lake Hamilton: Food Production, Management, & Services Program
- Centerpoint: Meat Processing Systems Program; Centerpoint Academy for Agriculture & Skilled Trades opening August 2020.
- Ozark: Principles of Banking Program -- awards up to 24 hours of concurrent credit and additional internship opportunities



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SCHOOL DISTRICT INITIATIVES IN CTE, CONTINUED

- Conway: Advanced Nutrition Program -- launched initiative for public water fountains and refill stations in the State Capitol
- Van Buren: Automation and Robotics Program



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CONCURRENT CREDIT

DRAMATIC INCREASE IN CONCURRENT CREDIT
OPPORTUNITIES IN DISTRICTS ACROSS THE STATE



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CONCURRENT
CREDIT

GREENBRIER HIGH SCHOOL

- 2018-19 graduates: 106 students graduated with at least 24 hours of college credit and 30 received an Associate degree
- 121 hours of concurrent credit offered at Greenbrier High School, ALL but 6 hours are offered on campus



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CONCURRENT
CREDIT

BRYANT HIGH SCHOOL

- 2018-19 graduates received 2,190 hours of concurrent credit plus numerous industry certifications



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Accountability RESULTS



GROWTH SCORES

- The latest ESSA Index Scores show increase in number of A schools and decrease in number of F schools
- 557 schools improved overall ESSA score



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Accountability RESULTS



EXAMPLES OF SCHOOLS SHOWING SIGNIFICANT GROWTH:

- Hamburg: Portland Elementary School went from C to A
- Monticello: Monticello High School from D to B
- Lake Village: Eudora Elementary School from F to C
- Jasper: Kingston High School from D to B
- Cabot: Ward Central Elementary School from C to A



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OEP -- Highest Growth Elementary Schools
(ACT Aspire Math/ELA)

Accountability

2019 RESULTS

Ranking #	School Name
1	City Heights Elementary, Van Buren
2	Ward Central Elementary, Cabot
3	Pottsville Elementary, Pottsville
4	Carolyn Lewis Elementary, Conway
5	Salem Elementary, Salem (67% FRL - Highest in the top 5)
9	Oscar Hamilton Elementary, Foreman (71% FRL)
12	Cross County Elementary, Cross County (73% FRL)
19	Des Arc Elementary, Des Arc (75% FRL)



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OTHER BRIGHT SPOTS:

Accountability

RESULTS

- 53.16% of Arkansas 8th-graders achieved at “ready” or better levels, as compared to 50% nationally (Arkansas Democrat/Gazette 7/2/19)
- Governor Hutchinson recently reported AR ranked 14th in US graduation rate and largely attributed it to state’s renewed focus on CTE



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Accountability RESULTS



OTHER BRIGHT SPOTS:

- Since 2014, number of AR students enrolled in a computer science class has risen from 1,100 to over 9,813
- Number of educators teaching computer science classes has risen from 20 to 370 (DXC Expansion in Conway)



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AREAS FOR ADDITIONAL STUDY & POLICY

- Matrix as an Expenditure Model - Schools should have flexibility to address their specific needs - "Theory vs Reality"
- Ongoing costs of the Educator Compensation Reform Act and minimum salary increases (Funding Cliff)



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**AREAS FOR
ADDITIONAL
STUDY &
POLICY**

- Pressing needs not covered in current funding:
 - Dyslexia
 - School safety
 - Mental health services
- Cost of Special Education - School as well as Co-op (EIDT)
- Enhanced Student Achievement



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“ONE SIZE DOESN’T FIT ALL”

District # 1: AR School District -- 434 Students (31 Kindergarten)

Matrix Provides Funding For	Standards of Accreditation Require
0.87 Principal	1 Principal
1.74 Kindergarten Teachers	2 Kindergarten Teachers
0.74 Media Specialist	1 Media Specialist

This district is investing in personnel to meet Accreditation Standards which hampers their ability to raise teacher salaries to a competitive level.

39 Districts Have Less Than 500 Students K-12



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“ONE SIZE DOESN’T FIT ALL”

District # 2: AR School District -- 500 Students (40 Kindergarten)

Matrix Provides Funding For	Standards of Accreditation Require
1 Principal	1 Principal
2 Kindergarten Teachers	2 Kindergarten Teachers
0.85 Media Specialist	1 Media Specialist

- District #2 receives \$62,091 more than District #1 for 9 Kindergarten students
- Both districts are required to hire same personnel
- District #2 receives \$455,334 additional funds as a district, but will have similar staffing patterns



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ENHANCED STUDENT ACHIEVEMENT (ESA) FUNDING

Act 1082 of 2019 - “The list of approved programs established before the passage of this act by the state board under subdivision (b)(4)(C)(i)(a) of this section shall expire on June 30, 2022

Arkansas Code 6-20-2305 - (b) School districts shall expend funds allocated under this subdivision (b)(4) only on programs or purposes on the State Board of Education’s list of approved programs and purposes for which funds allocated under this subdivision (b)(4) may be expended, which shall include, but not limited to:”



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ESA FUNDING POLICY GOING FORWARD

What will the purpose of these funds be in the future?

The 2003 Lawrence O. Picus and Associates Report

- Every school should have a powerful and effective strategy for struggling students, (i.e., students who must work harder and who need more time to achieve to proficiency levels)
- Most powerful strategy is 1 to 1 tutoring - One tutor per 100 low income kids, 1.4 teacher positions for English Language Learners (ELL) that are also low income



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ESA FUNDING POLICY GOING FORWARD

- 2014 O & P Desk Audit Recommendations
 - 1 to 1 tutoring by licensed teachers
 - Tutoring, extended day, summer school, pupil support, parent involvement, nurse, social worker, etc.
- What about school safety, instructional facilitators, counselors, distribution of ESA funds, etc.?
- Flexibility in the use of those funds?
- Will the Adequacy Committee make a recommendation on the use of ESA funds before the 2021 Legislative Session?



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DESK AUDIT FROM ODDEN & PICUS -- 2014

"The Evidence-Based model that we use to estimate an adequate spending level for schools is based on a school improvement model developed through continued review of research on how schools improve student performance. We focus on two major types of research:

1. Reviews of research on the student achievement effects of each of the model's major elements, with a focus more recently on randomized controlled trials, the "gold standard" of evidence on "what works"
2. Studies of schools and districts that have dramatically improved student performance over a 4-6 year period – what we have sometimes labeled "a doubling of student performance on state tests."



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O & P RECOMMENDATIONS 2014

- 1.00 media specialist / 450 students vs. current .85 FTE / 500 students
- 1.00 principal / 450 students vs. current 1.00 / 500 students
- 1.00 teacher / 100 ELL students rather than \$305 per student (O&P calculated \$305 per student as 0.6 teacher)



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O & P RECOMMENDATIONS 2014

- Full state funding for special education students with severe disabilities (special education catastrophic funding)
- 1.00 special education aide / 150 students vs. none provided now
- 1.00 guidance counselor / 450 students grades K-5 & 1.00 / 250 students grades 6-12, current 2.5 counselors & nurse



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O & P RECOMMENDATIONS FOR NO CHANGE

- Full-day kindergarten
- Grades 4-12 staffing 25 class size
- Grades K-8 PAM staffing 20%
- Instructional coach/facilitators 2.5
- Overall student support/family outreach 2.5 vs. 2.3
(O & P proposes more counselors but less other pupil services)



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PROPERTY TAX APPEALS

- Property taxes have been a stable source of school funding for local communities to help support children and teachers
- Property taxes provide local communities the opportunity to improve school facilities and meet other needs



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PROPERTY TAX APPEALS

- Currently, a large retailer has appealed their assessment of 10 parcels in Pulaski County. The retailer's appeal is to reduce their current assessed value by almost 50% which would create approximately \$900,000 loss in tax dollars. Pulaski County school districts would suffer $\frac{3}{4}$ of that loss.



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PROPERTY TAX APPEALS

What is next if retailer prevails in their appeal?

- Other appeals throughout the state from retailer as well as other retailers
- Loss of millions of dollars in tax revenue to school districts, counties and state



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FACILITY FUNDING

- Need for a review of :
 - “What have we accomplished as a state?”
 - “What have we not yet achieved?”
- An answer to this question is essential since the Academic Facilities Advisory Committee recommended the development of a Statewide Facility Needs List to be used in prioritizing Partnership projects.



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NEW ADEQUACY STUDY NEEDED

A new adequacy study should be conducted by an unbiased third party so policy makers can have the latest research to base decisions on what Arkansas will consider to be an adequate education.



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NEW ADEQUACY STUDY NEEDED

- Possible additional cost for the state
- Possible cost savings for the state
- Without research/study, we are just guessing



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QUESTIONS



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