



AUGENBLICK,
PALAICH AND
ASSOCIATES

HANDOUT D1



Review of Study Work Plan

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and the House Committee on Education
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Today's Presentation

- Study Overview
 - Research Activities
- Study Tasks by RFP Section
- Proposed Presentation Schedule
- Overlap with BLR reports

Study Overview

- The following key research activities will be implemented to address the 31 required study areas:
 - Fiscal and Performance Data Analysis
 - Case Studies
 - Literature/Data Reviews
 - Educator Panels/Stakeholder Engagement
 - District Survey
 - Additional Quantitative and Qualitative Work

Fiscal and Performance Data Analysis

Implement a time series analysis using multivariate regression analyses that:

- Identify growth and achievement among student groups, including their progress and remaining gaps
- Analyze the impact of concentrations of poverty on student outcomes
- Estimate the relationship between spending and variables:
 - Graduation rates, ELA/math assessment results, student demographics, school/district size, location and other relevant characteristics

Literature/Document Review

- First research step in most RFP areas
- Each literature/document review will examine the academic and policy research available on the topic
- Policy reviews will examine all 50 states, with special attention paid to comparison group(s) of states as identified by the Committees
- All reporting will include a separate table for each group of comparison states

Case Studies

- The study team will conduct case studies in 12-16 successful schools from across the state:
 - Schools will be selected based upon performance analysis in Section 3.0.A, with emphasis on schools with high concentrations of ELL or economically disadvantaged students
- Using a case study interview protocol developed and vetted through the study team's experience in other states, the interviews will gather data on:
 - Staffing and non-personnel resource use
 - Curriculum, interventions and strategies
 - Professional development and instructional time
 - Use of data and decision making
 - School culture

Educator Panels/Stakeholder Engagement

- The study team proposes three avenues for engaging stakeholders in the process:
 - At least 4 in-person listening sessions across the state
 - Open to all educators
 - 16 targeted educator panels
 - 4 panels for each staff group: teachers, school leaders, superintendents and CFOs/business managers
 - Up to 20 Arkansas educators per panel
 - Online survey
 - Open to both educators and the public, including parents, students, business leaders and community members

School District Survey

- When needed data is not already available, the study team will survey districts directly through a single district survey:
 - Will be sent to each district's superintendent
 - Will gather information in multiple study areas including school/district size issues (existing policies, best practices, and impact), best uses of funding for economically disadvantaged students, and capital needs

Additional Qualitative and Quantitative Work

- Additional qualitative and quantitative work includes, but is not limited to:
 - Data analysis, such as examining the equity of the current finance system
 - Interviews with Arkansas Department of Education Staff and district staff as needed
 - Geographic Information System (GIS) mapping
 - Modeling of fiscal impacts, such as vouchers, the uniform tax rate, or enrollment change

Study Tasks: Section 3.0.A

Section 3.0.A							
	Fiscal and Performance Data Analysis	Case Studies	Literature/ Document Review	Educator Panels/ Stakeholder Engagement	District Survey	Additional Quantitative Work	Additional Qualitative Work
1. Recommended Methods for Routinely Reviewing Adequacy			X				
2. Concentrations of Poverty	X		X		X		X
3. Identification of Gaps and Programs to Address	X	X				X	X
4. Correlation Between Performance and Funding	X	X					
5. Review of Adequacy Studies			X				
6. Review of Resources in Matrix	X	X		X	X	X	
7. College/Career Readiness			X	X			X

Study Tasks: Section 3.0.B

Section 3.0.B							
	Fiscal and Performance Data Analysis	Case Studies	Literature/ Document Review	Educator Panels/ Stakeholder Engagement	District Survey	Additional Quantitative Work	Additional Qualitative Work
1. Current School Size Policies					X	X	
2. School Size Best Practices			X		X		X
3. Impacts of School/District Size			X		X	X	
4. Recommendations on Ideal Size of Schools			X				
5. Public Input on School Size Standards				X	X		X
6. Addressing Small District Size and Remoteness	X		X				
7. Class Size Requirements, Student/Teacher Ratios and Salary Variations	X		X				
8. Identification and Operation Criteria for Isolated Schools and/or Districts			X				

Study Tasks: Section 3.0.C

Section 3.0.C							
	Fiscal and Performance Data Analysis	Case Studies	Literature/ Document Review	Educator Panels/ Stakeholder Engagement	District Survey	Additional Quantitative Work	Additional Qualitative Work
1. Evaluation of Economically Disadvantaged Student Proxy							
a. Community Eligibility Provision Evaluation			X			X	
b. Impact on State Aid Formulas						X	
c. Alternative Proxies			X			X	
2. Impacts on Equity						X	
3. Impacts of Enrollment Changes			X			X	
4. Attracting and Retaining Administrative and Educational Staff			X	X		X	
5. Attracting and Retaining Nurses			X	X		X	
6. Resources for Student Mental Health Issues			X	X			

Study Tasks: Section 3.0.C

Section 3.0.C (continued)							
	Fiscal and Performance Data Analysis	Case Studies	Literature/ Document Review	Educator Panels/ Stakeholder Engagement	District Survey	Additional Quantitative Work	Additional Qualitative Work
7. Capital Needs			X		X	X	
8. Best use of Poverty Funds	X	X	X	X	X		
9. Case Studies of Successful Schools		X					
10. Impact of Vouchers	X		X			X	
11. Impact of Waivers			X			X	
12. Examination of Uniform Tax Rate			X			X	
13. Funding for Concentrations of Poverty	X		X				
14. Professional Development and Extra Duty Time		X	X		X		
15. Comparison of Prior Study Recommendations and Legislation			X				
16. Educator Panels				X			

Reporting and Support (Section 3.0.D) and Education Adequacy Consulting (Section 3.1)

- Ongoing support:
 - Available related research requests from the Committees
 - Will provide monthly updates to the Committees
 - Available to be present in person for all Committee meetings and other legislative committees of the Arkansas General Assembly, as needed
 - Will assist with draft legislation, as needed
 - Summaries in specific topic areas can be prepared in advance of final report
- Reporting:
 - Draft report in November 2020
 - Final report in December 2020

Proposed Presentation Schedule

- The following slides will present proposed presentation topics for each of the monthly meetings of the Committees
 - Subject to change

March Meeting

- Review educator panel dates/locations
- Review educator panel topic areas/questions
- Review case study school selection criteria
- Identify highlighted comparison states

April Meeting

- Update on research activities
- Provide initial findings for:
 - Resources for Student Mental Health Issues
 - Attracting and Retaining Administrative and Educational Staff
 - Attracting and Retaining Nurses

May Meeting

- Update on research activities
- Provide initial findings for:
 - Evaluation of Economically Disadvantaged Student Proxy
 - Community Eligibility Provision
 - Estimating the potential impact of CEP on state aid formulas using FRPM Counts
 - Exploring alternative proxies for identifying economically disadvantaged students
 - Impact of Waivers

June Meeting

- Update on research activities
- Provide initial findings for:
 - Impact of Vouchers
 - Examination of Uniform Tax Rate
 - Impacts on Equity
 - Impacts on Enrollment Changes

July Meeting

- Update on research activities
- Provide initial findings for:
 - Current School Size Policy
 - School Size Best Practices
 - Impacts of School and District Size
 - Recommendations on Ideal Size of Schools
 - Public Input on School Size Standards
 - Addressing Small District Size and Remoteness
 - Operation or Consolidation Criteria for Isolated Schools and/or Districts

August Meeting

- Update on research activities
- Provide initial findings for:
 - Educator Panels
 - Review of Adequacy Studies
 - Comparison of Prior Study Recommendations and Legislation
 - College/Career Readiness Definition

September Meeting

- Update on research activities
- Provide initial findings for:
 - Case Studies of Successful Schools
 - Funding for Concentrations of Poverty
 - Professional Development and Extra Duty Time
 - Capital Needs

October Meeting

- Update on research activities
- Provide initial findings for:
 - Concentrations of Poverty
 - Identification of Gaps and Programs to Address
 - Correlation Between Performance and Funding
 - Best use of Poverty Funds
 - Class Size Requirements, Student/Teacher Ratios, and Teacher Salaries
 - Review of Resources in the Matrix
 - Recommended Methods for Routinely Reviewing Adequacy

November and December Meetings

- Review Draft Report (November)
- Review Final Report (December)

Overlap with BLR reports

- Have crosswalked all BLR reports to RFP deliverables and discussed with BLR staff
 - Identified a number of reports that are looking at similar data
 - In most instances, RFP requires more depth
 - APA will clearly articulate any differences in data analysis between this study and BLR reports

Overlap with BLR Reports, continued

BLR Report	BLR Statute	RFP Section	Brief Summary of BLR Report	Comparison of Reports and APA Work
Academic Standards	Yes § 10-3-2102(f)(2)	3.0.A.7 - College and Career Readiness Standard	Examines the state's current academic standards and provides a historical background of the standards with an emphasis on recent changes.	BLR report appears to be a summary of history, recent changes and other context. APA study will dig more into comparing Arkansas' standard to other states, including stakeholder feedback in the definition, determining criteria of success, and addressing CTE access.
Special Education	Yes § 10-3-2102(h)(1)(E)	3.0.A.6 - Review of Resources in Matrix; 3.0.C.9 - Case Studies; 3.0.C.16- Educator Panels	Looks at the history of special education funding and current funding.	BLR report is a summary of history of special education funding and information on total funding. Information on special education resources/funding may come up in the listed three RFP areas, but APA is not explicitly looking at special education separately.
Fiscal Distress	Yes § 10-3-2102(f)(4)	None	Focuses on current distressed districts in the state.	Focus is on distressed districts, not part of APA's scope of work.
Legislative Audit report, not a BLR report	Yes § 10-3-2102(f)(1)	None	It is a data layout of available fiscal data.	Report is basically a set of data tables; we will likely use similar data, but it is not a comparable report to what APA will produce.

Overlap with BLR Reports, continued

BLR Report	BLR Statute	RFP Section	Brief Summary of BLR Report	Comparison of Reports and APA Work
Review of 2018 Adequacy Report prior to Fiscal Session, not a BLR report	Yes § 10-3-2104(d)(1) and (3)	None	Short memo codifying what recommended changes were made to the law.	This is a recap of recommended changes for Adequacy, not a study of information.
Declining Enrollment Funding	Yes § 10-3-2102(h)(1)(C)	3.0.C.3 - Impacts of enrollment changes	Provides history and information on declining enrollment in the state.	BLR report describes the history and current funding. APA study will look at quantitative research to understand the impact of declining enrollment in a number of areas. Findings could inform the current funding formula.
Student Growth Funding	Yes § 10-3-2102(h)(1)(D)	3.0.C.3 - Impacts of enrollment changes	Provides history and information on student growth districts and charters in the state.	BLR report describes the history and current funding. APA study will look at quantitative research to understand the impact of student growth funding in a number of areas. Findings could inform the current funding formula.
Career and Technical Education	No	3.0.A.7 - College and Career Readiness Standard	Provides a history of CTE rules in the state and detail on the courses being offered by districts.	Appears to be a direct overlap between the data collected on CTE course offerings in this report and the requirement for such information in the RFP.
Waivers of Statutory and Regulatory Requirements	No	3.0.C.11 - Impact of Waivers	Provides detailed history and descriptive data on the waivers in the state. Provides some look at differences between schools with and without waivers.	The descriptive data and some of the expenditure analysis is likely an overlap. APA can likely go deeper by leveraging information gained through the data analysis.

Overlap with BLR Reports, continued

BLR Report	BLR Statute	RFP Section	Brief Summary of BLR Report	Comparison of Reports and APA Work
Resource Allocation-School Staffing	Yes § 10-3-2102(i)(1)	Survey, Engagement, 3.0.B.7 - Classroom Teacher Ratios, 3.0.C.5 - Nurses	Report provides detailed analysis of each of the school's staffing positions in the Matrix. This includes history on the figures, comparison to national data, and to actual implementation.	BLR does a survey as part of this work; APA's survey could overlap but we believe the BLR survey would already have been done. BLR study looks at what other states do, but not at underlying requirements. For example, APA study will look not just at what ratios are, but also what the rules are underlying these ratios in other states. APA will also look at best practice information on recruiting and retaining nurses. This will include looking at comparative salaries across the state, not only in school districts.
Resource Allocation-School Resources	Yes § 10-3-2102(i)(1)	Survey	Detailed information on the history, current funding, current resource use of non-personnel school resources and comparisons to national data. This includes information from survey results.	Might be some overlap with the survey, but most of this is descriptive and a different focus than the RFP.
Resource Allocation-District Resources	Yes § 10-3-2102(i)(1)	Survey	Detailed information on the history, current funding, current resource use of district resources, school resources and comparisons to national data. This includes information from survey results.	Might be some overlap with the survey, but most of this is descriptive and a different focus than the RFP.

Overlap with BLR Reports, continued

BLR Report	BLR Statute	RFP Section	Brief Summary of BLR Report	Comparison of Reports and APA Work
Alternative Learning Environment Categorical Funding	No, but categorical funds are a major part of adequacy that is voted on every two years	None	Report focuses on Alternative Learning Environments. Provides detailed history and current data on ALEs.	Addressing Alternative Learning Environments is not a specific requirement of the RFP.
Professional Development Categorical Funding	No, but categorical funds are a major part of adequacy that is voted on every two years	Survey, 3.0.C.14 - Professional Development and Extra Duty Time	Explores professional development funding and provides information from a survey.	Likely overlap with BLR survey information.
Equity	Yes § 10-3-2102(a)(3)	3.0.C.2 - Equity	Provides a look at equity through horizontal, vertical, and fiscal neutrality.	Likely high overlap with APA's equity work. We might go into some more detail and would likely look at vertical equity differently.
Teacher Salaries	Yes § 10-3-2102(a)(5) and (g)(1) and (g)(2)	3.0.B.7 - Teacher Salaries	Describes the distribution of current salaries, some comparison to other states, and information from survey.	Some overlap in the data being analyzed on teacher salaries and relationship to class size. The BLR report focus is much more descriptive. APA report will be more focused on class size and pupil/teacher ratios and then the relationship to teacher salaries and understanding why salaries vary.
Teacher Recruitment and Retention	No	3.0.B.7 - Teacher Salaries	Data on teacher attraction and retention, including detailed survey data.	Main overlap seems to be on the RFP question on why are salaries different. Most of the other work of the BLR report is detail APA will not go into.



Questions?