Study Update, Preparation for Case Studies and Stakeholder Engagement

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Presentation to the Senate Committee on Education
and the House Committee on Education
Little Rock, Arkansas
March 9, 2020
Today’s Presentation

• Study Update

• Educator Panels and Stakeholder Listening Sessions
  – Timeline and Locations
  – Topic Areas and Draft Questions

• Case Studies
  – Timeline
  – Selection Process
Study Update

• APA and WestEd have been working with ADE to collect the data needed for the study
  – Much of the data was received over the past two weeks

• Study team staff will present on several areas at the next meeting, including:
  – 3.0.C.6, Resources for Student Mental Health Services
  – 3.0.C.4, Attracting and Retaining Administrative and Educational Staff
  – 3.0.C.5, Attracting and Retaining Nurses
Logistics for Educator Panels/ Stakeholder Listening Sessions

• The study team is proposing five sites for educator panels and stakeholder listening sessions
  – Educator panels are focused panels of teachers, school leaders, superintendents, and CFOs/business managers and will be held during the day
  – Stakeholder listening sessions are open to the broader education community and will be held in the evenings
Logistics for Educator Panels/Stakeholder Listening Sessions

- The study team plans to hold the educator panels and stakeholder listening sessions prior to schools starting in the fall (early August 2020)
  - This will allow the discussions to include information collected through other study areas
- The study team is proposing five locations:
  - Central: Little Rock
  - NW: Fayetteville
  - NE: Jonesboro
  - SW: Hope
  - SE: Dumas
- Study team welcomes feedback on these sites
Topic Areas for Educator Panels/ Stakeholder Listening Sessions

• Educator panels and stakeholder listening sessions will be used to address the broad topic areas of:
  – College and career readiness
  – Resources in the matrix
    • Including resources for student mental health
  – Attraction and retention of staff
    • Administrative and educational staff, nurses
  – Use of professional development and extra duty time
  – School size policies
  – Proxies for economically disadvantaged and best uses of poverty funds

• Stakeholder listening sessions will focus on higher level questions, while targeted educator panels will allow for more detailed discussions
Draft Questions for Educator Panels/Stakeholder Listening Sessions

• What does it mean to be college and career ready in Arkansas?
  – Do you believe the state’s curriculum and required high school Carnegie units are well aligned with this definition?
  – What are the best measures to determine if students are meeting this definition?

• What factors impact your school or district’s ability to attract and retain staff?
  – Are there any staffing positions/areas that are particularly difficult to attract and retain qualified staff? (Teachers, administrative staff, nurses, etc.)
  – What could the state do to support staff attraction and retention?
Draft Questions for Educator Panels/Stakeholder Listening Sessions

• Are there any resource areas that are not currently addressed in the resource matrix that should be?
  – Resources to address student mental health?
  – Resources to ensure students are college and career ready? Specifically to address CTE?
  – Resources for certain student groups (economically disadvantaged, English learners, special education students, gifted students)?
  – Other?

• Are there any resource areas in the matrix that should be modified in some way? (such as to decrease or increase the level of resource)
Draft Questions for Educator Panels/ Stakeholder Listening Sessions

• What supports and services are the most effective in serving economically disadvantaged students?  
  – What are the best indicators of being economically disadvantaged?

• How should professional development and extra duty time be used/structured to support teachers in being effective educators?

• What size of schools are most efficient and/or conducive to student success and educational opportunities?
Case Studies

• The study team will conduct case studies in 12-16 successful schools from across the state:
  – Schools will be selected based upon the performance analysis in Section 3.0.A, with emphasis on schools with high concentrations of EL or economically disadvantaged students
• Study team will select schools over the next few weeks; selection process will be outlined today
• Visits will be scheduled during the first two weeks of May with up to four teams working across the state
  – Each visit will be one day in length
• Site visits will include meeting with the principal, other leadership, and teachers
Case Studies, Questions and Framework

Research Questions

• “Which schools (with high concentrations of EL or Low SES students) outperform predicted student outcomes?

• “What characteristics, practices, or supports make these schools successful with disadvantaged student populations?

Analytical Framework

• Statistically identify a representative group of 12-16 high performing schools from across the state

• Qualitatively investigate the schools to identify the practices, processes, or school contexts that make them successful
Identification Process: Collect Data

- **Data Sources**
  - ADE Administrative Data; ADE Data Center; Office for Education Policy

- **Outcome Data**
  - ACT Aspire Combined Growth Data

- **School and District Controls**
  - Student demographics
  - Teacher workforce characteristics
  - Finances
Identification Process: Measure Performance

• Fit Statistical Model
  – Use a hierarchical model to approximate the relationship between school and district characteristics and performance

• Predict outcomes
  – Generate predictions of school success based on historical performance and school and district contexts

• Gauge School Performance
  – Deduce what schools underperformed expectations, and which schools performed better than expected
Identification Process: Rank, Filter, Stratify & Select

• Rank Schools
  – Once schools that outperform expectations have been identified, they can also be rank ordered starting with the highest performing schools

• Apply Filters
  – Omit schools with a “C” accountability rating or lower
  – Omit schools that do not meet minimum threshold for EL or low-income student populations

• Stratify Schools
  – Parse schools into groups

• Select Successful Schools
  – Select schools by strata to ensure the sample is representative of the state
Example

- Ozarks High is the 20th highest performing HS in the state
- It has a “B” accountability rating
- It is located in the NW region
- It is the highest performing school within the region (NW)
Successful School Identification Process

1. Collect Historical Arkansas Data
2. Model & Predict School Performance
3. Filter To Keep Only Target Schools
4. Rank Schools Based On Ability to Beat The Odds
5. Stratify Schools For Representation
6. Select Schools From each Strata