Study Update, Preparation for Case Studies and Stakeholder Engagement

Justin Silverstein (APA)

Jason Willis (WestEd)

Raifu Durodoye (WestEd)

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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 to six locations around the state including Central, Northwest, Northeast, Southwest, Southeast, and/or the Delta
- The study team would like feedback on the communities that would allow the most regional participation in each of these locations.

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
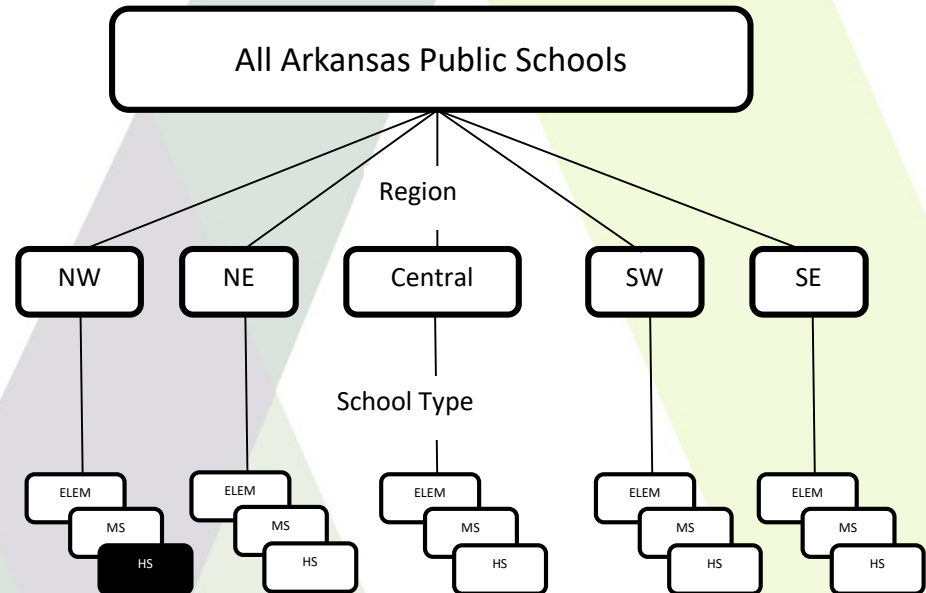 - Finances

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:
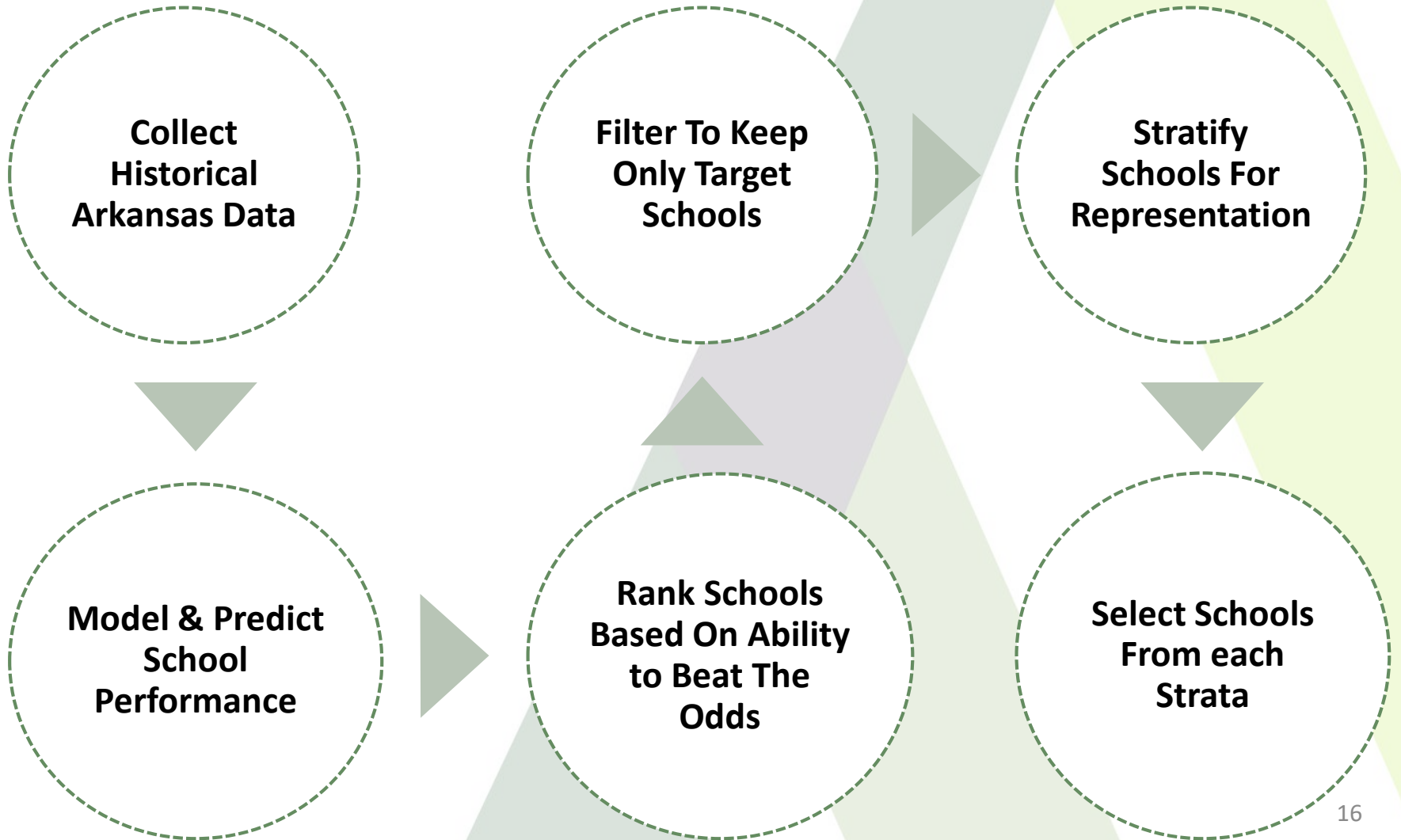# Rank, Filter, Stratify & Select

- 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)

All Arkansas Public Schools

Region

NW | NE | Central | SW | SE

School Type

ELEM MS HS (for each region)

Successful School Identification Process

Collect Historical Arkansas Data

Filter To Keep Only Target Schools

Stratify Schools For Representation

Model & Predict School Performance

Rank Schools Based On Ability to Beat The Odds

Select Schools From each Strata

Questions?