

Guy Fenter Educational Service Cooperative Evaluation

Evaluation Date: September 29, 2022

Section 1: User Satisfaction and Service Adequacy

1A. Annual User Satisfaction survey results (all personnel of member districts) (22.2) <i>User Satisfaction Survey - Please show evidence that the survey was sent to all in the ESC area. Focused effort on Superintendent and key personnel who utilize or facilitate PD. Please identify the percentage of districts that responded to your Survey.</i>	
90% or greater satisfied/very satisfied	5 Excellence
80-89% or greater satisfied/very satisfied	4 Exceeding Standards
70-79% or greater satisfied/very satisfied	3 Meeting Standards
60-69% or greater satisfied/very satisfied	2 Alert
50-59% or greater satisfied/very satisfied	1 In Need of Improvement
<p>Evaluation Notes: The survey results indicated a Greater Satisfied/Very Satisfied percentage of 97%. Guy Fenter Educational Cooperative serves 22 districts with more than 42,000 students. All districts participated in the survey.</p>	
1B. Summative PD Session Evaluation responses (22.2) <i>ESC Works Final Report for 2020-21 or 2021-22</i>	
3.8 or higher on 4.0 scale	5 Excellence
3.4 to 3.7 on 4.0 scale	4 Exceeding Standards
3.0 to 3.3 on 4.0 scale	3 Meeting Standards
2.6 to 3.2 on 4.0 scale	2 Alert
2.5 or below on 4.0 scale	1 In Need of Improvement
<p>Evaluation Notes: The survey was completed by 4,601 stakeholders with an overall average score of 3.95 out of 4. The stakeholders completing the survey were diverse and responses included representation from all job titles. Evidence was provided that the ESC utilized survey responses to better meet the needs of the districts they serve.</p>	
1C. Annual Survey and Needs Assessments (17.00) <i>One professional development needs survey with evidence that the survey was reviewed by ESC leadership and evidence on on-going input of district needs. (survey, agenda, results, follow-up evidence, etc.</i>	
Meets 4 of the 4 criteria AND Reports survey and needs assessment results to member districts and the Department AND Reports any duplications to the Department (<i>How was information shared with DESE</i>)	5 Excellence

Meets 4 of the 4 criteria AND Reports survey and needs assessment results to member districts	4 Exceeding Standards
Meets 4 of 4 criteria listed below. Evidence that: 1. A PD Needs Survey was administered 2. The survey data was reviewed by cooperative leadership 3. Ongoing input of district needs from various groups (i.e. Teacher Center Committee, job alike groups, etc.) 4. Works with the Department to conduct surveys that complement rather than duplicate the work	3 Meeting Standards
Meets 3 of 4 criteria	2 Alert
Meets 2 or less of the 4 criteria	1 In Need of Improvement
Evaluation Notes: Teacher Center Coordinator seeks input from Principals PLC and then quickly acts to provide answers or clarification on the needs mentioned. The Principals interviewed mentioned how much they valued the Annual Surveys and Needs Assessment because it gave them a voice in upcoming Professional Development. The Cooperative meets monthly with DESE personnel to coordinate services and support and ensure no duplication occurs. Evidence was provided to support the use of the annual surveys and the ESC needs assessments to support districts. Specific examples include providing professional development to address trauma, self-care and Social Emotional Learning as well as coordinating a Safety Consulting Company to provide required safety audits to schools.	
1D. Provide Assistance (4.2) District Cost Analysis connected to examples provided.	
Meets 3 of the 3 criteria AND Provides evidence that exceeds the expectation in at least two (2) areas such as exceeding accreditation standards and equalizing education opportunities AND A cost analysis study of coordinated service	5 Excellence
Meets 3 of the 3 criteria AND Provides evidence that exceeds the expectation in at least one (1) areas such as exceeding accreditation standards and equalizing education opportunities OR a cost analysis study of coordinated services	4 Exceeding Standards
Meets 3 of the 3 criteria listed below: 1. Assist member districts in meeting or exceeding accreditation standards and equalizing educational opportunities; 2. Using educational resources more effectively through cooperation among school districts; and 3. Promoting coordination between school districts and the Department in order to provide services that are consistent with the needs identified by school districts and the education priorities of the state	3 Meeting Standards
Meets 2 of the 3 criteria	2 Alert
Meets 1 of the 3 criteria	1 In Need of Improvement
Evaluation Notes: The Cooperative easily meets the criteria for excellence. The ESC should be commended for its focus on opportunities to combine services which leads to cost savings for districts, as well as quality programming opportunities for schools. For example, all ESCs share 1000 seats for Vector Solutions bus driver training. They also provided coordinated Literacy support with DESE and member districts in Levels 3-4 of support. These are just two of many areas where the ESC exceeded accreditation standards and helped to equalize educational opportunities. Interviews provided additional examples as well as the appreciation for the collaboration among districts that the ESC facilitated. Monthly meetings occur with Superintendents, federal program coordinators, and other personnel responsible for state reporting. ESC provides mandatory training opportunities for School Board members, administrators, and educators.	

1E. Teacher Center Committee and 10.00 Other Necessary Committees (9.0) TCC Committee list, noting district and position of each member. Link documentation of at least 3 meetings per year 2020-21 or 2021-22 school year.	
Meets 5 of the 5 criteria AND Lists the other committees and the purposes or responsiveness to member districts AND Best practices are shared publicly	5 Excellence
Meets 5 of the 5 criteria AND Lists the other committees and the purposes or responsiveness to member districts	4 Exceeding Standards
Meets 5 of the 5 criteria listed below: 1. A teacher center will provide, if funds are available, curriculum development assistance, educational materials, and staff development services to teachers within the area 2. A teacher center committee is composed of at least one (1) representative from the staff of each school district 3. At least one-half (½), but not more than two-thirds (⅔) of the members are classroom teachers 4. The committee meets at least three (3) times per year; and 5. Other committees of local school personnel are convened to be responsive to the member districts.	3 Meeting Standards
Meets 4 of the 5 criteria	2 Alert
Meets 3 or less of the 5 criteria	1 In Need of Improvement
Evaluation Notes: The ESC committees and groups meet regularly to discuss needs and responses to stated concerns. The ESC effectively communicates to the public upcoming meeting dates and areas addressed during meetings via a Google Folder, social media and a Google Site on the Guy Fenter ESC webpage.	
1F. Liaison with Postsecondary Institutions (16.00) <i>Publicly shared Post Secondary partnerships.</i>	
Collaborates with more than two (2) postsecondary institutions or other recognized educational agencies on a regular basis AND Best practices are shared publicly	5 Excellence
Collaborates with more than one (1) postsecondary institutions on a regular basis	4 Exceeding Standards
Shall cooperate with the state-supported postsecondary institution located within its area	3 Meeting Standards
Cooperates with one (1) postsecondary institution within the state	2 Alert
Does not cooperate or collaborate with a postsecondary institution	1 In Need of Improvement
Evaluation Notes: Co-op coordinated with higher education to provide teacher candidates an opportunity to meet with local schools to ask questions and receive feedback on open teaching positions within their districts. The Co-op also coordinated with high education institutions to share resources and provide space, free of charge, for training and events. ESC provided evidence of collaboration with six different Institutions of Higher Education.	

Section 2: Staff Qualifications and Administration Effectiveness

2A. Director; personnel; general policies, rules and regulations; policies, procedures, expenditures, reports, and audits. (11.00, 12.00, 14.00, 21.00) <i>Spreadsheet of positions occupied with appropriate licenses noted; Evaluations will be checked during site visit; Personnel policies and procedures will be part of the site visit; 2020-21 and 2021-22 annual reports.</i>	
Meets 5 of the 5 criteria AND All audit findings are addressed AND Best practices are shared publicly 1. Meets criteria: There are 57 certified staffing with all licensed in the area of their speciality. 2. Meets criteria: All staff are evaluated annually. The GFESC provided the committee with examples of blank evaluation tools including the tool used to evaluate the superintendent. 3. Meets criteria: Personnel policies were provided to the committee for review. They are updated annually to meet the current climate and needs related to personnel. 4. Meets criteria: The report is located on the GFESC website and was shared according to statute. 5. Meets criteria: There have been three consecutive years of audits with no material findings.	5 Excellence
Meets 5 of the 5 criteria AND All audit findings are addressed	4 Exceeding Standards
Meets 5 of the 5 criteria listed below: 1. All positions requiring licensure are occupied by personnel possessing licensure or approved alternative 2. Evidence of staff formal evaluations including performance evaluation of director 3. Personnel policies are in place and current 4. Annual reports are compiled and disseminated to individuals and entities required by statute 5. There is no evidence of fiscal distress as witnessed by any one of criteria in 27.00 of the Rules	3 Meeting Standards
Meets 4 of the 5 criteria	2 Alert
Meets 4 of the 5 criteria	1 In Need of Improvement
Evaluation Notes: Co-op region schools were complimentary of specialists and their knowledge in all areas of support and PD. All districts participating in interviews were satisfied and appreciative of the timeliness and relevance in regards to communication. Per participants, the co-op does an excellent job in maintaining active communication with timely follow-ups. Co-op director revamped practices to allow for growth within the specialist positions and provided offices located near each other to promote collaboration.. The cost savings has allowed for funds to be spent on advancing specialist training and allowing for more travel to district schools.	
2B. Board of Directors and Executive Committee <i>Documentation of Board of Directors meetings according to rubric.</i>	
The Board of Directors meet more than eight (8) times each year, and written policies and procedures for operation are filed with the State Board AND Records of internal improvement in efficiency of operation are available upon request <i>MAY Substitute: The executive committee and board of directors meets more than required.</i>	5 Excellence
The Board of Directors meet more than eight (8) times each year, and written policies and procedures for operation are filed with the State Board <i>MAY Substitute: The executive committee or board of directors meets more than required.</i>	4 Exceeding Standards
The Board of Directors meet at least eight (8) times each year, and general fiduciary responsibilities for the cooperative are documented OR The executive committee meets at least nine (9) times per year, and the board of directors meets at least three (3) times annually. The president of the board shall serve as chair of the executive committee	3 Meeting Standards

The Board of Directors meet less than eight (8) times each year, and/or general fiduciary responsibilities for the cooperative are minimally documented	2 Alert
The Board of Directors meet less than eight (8) times each year, and/or general fiduciary responsibilities for the cooperative are not adequately documented	1 In Need of Improvement
<p>Evaluation Notes: Co-op allows for relevant vendors to speak with districts, an example of this was in establishing the virtual learning model. All executive meetings are held immediately before the board of directors meeting and all topics are discussed and agreed on as a group. During interviews, the evaluation committee perceived a collaborative and congenial culture among all district superintendents. The larger districts seek to provide support as needed to the districts that may not have the same access to needed resources i.e. consulting, trainers, and large scale presentations.</p> <p>Meets criteria: The Executive Committee meets prior to each Board of Directors meeting. There were a total of 13 meetings (8 face to face and 5 virtual) during the 2021-22 school year. (Note: The number of meetings exceeds the number required.)</p>	

Section 3: Extent of Local Financial Support

3A. Program Services; participation of local districts; extent of local financial support; technology center; Math and Science Center (18.00, 19.00, 22.2, 24.00, 25.00)	
Meets 3 of the 3 criteria AND . Programs and services are documented based on needs assessment and evaluation is reported AND . Resources of the educational service cooperative are enhanced by forming support networks among the member schools to provide extended services, provide new services and combine funding to support programs such as group purchasing, thus maximizing local school district funding. 90% or more of member districts participate by purchasing services and providing release time for staff to engage in specialized training & services AND . Cost analysis study has been performed for 1/3 of member districts annually and the findings have been shared in a face-to-face meeting with the superintendent AND . Best practices are shared publicly	5 Excellence
Meets 3 of the 3 criteria AND . Programs and services are documented based on needs assessment AND . 50% or more of member districts support the cooperative in offering extended services in two (2) or more activities or events or purchased services with local funds AND . At least one (1) cost analysis study has been performed and the findings have been shared in a face-to-face meeting with the superintendent(s)	4 Exceeding Standards
Meets 3 of the 3 criteria listed below: 1. Programs and services are based on the needs of the member districts and priorities of the state 2. Each member district is entitled to participate in programs and services that are fully supported by state funds 3. Programs and other services may be supported by local funds	3 Meeting Standards
Meets 2 of the 3 criteria	2 Alert
Meets 1 or less of the 3 criteria	1 In Need of Improvement
<p>Evaluation Notes: All districts participating in interviews indicated that the support they received was valuable in their ability to serve and meet the learning needs of their students. Several districts mentioned that if immediate needs arise, they are able to receive support in a timely manner from the co-op. Districts indicated that the success they have in many areas is in direct response to the co-op support offered through professional development sessions, various training, and having the specialist inside their school buildings.</p> <p>All of the districts in the cooperative area are active members of the consortium. One hundred percent of the member schools responded to the needs</p>	

assessment. Cost analyses were conducted on 5 of the 22 member districts and results were shared with respective superintendents. Ninety-five percent (95%) of the member districts utilize the cooperative's Early Childhood Education support services funded partially with local funds. The GFESC provided a K-6 online Virtual School Consortium with 63% of the member districts participating during the pandemic. Legislative Liaison was hired to represent the member districts with 100% of the funding provided by districts. Member districts pay a fee per licensed staff and there are no charges for professional development attendance. The GFESC brokers group purchases to provide for efficient pricing and a variety of resources.

Total Evaluation Score

Determination of Rating	Cooperative Evaluation Level
Must receive a majority score of 5 on categories (at least 6 out of 9 categories); and NO scores below 3	5 Excellence
Must receive at least 6 scores of 4 or some combination of 4 or 5; and NO scores below 3	4 Exceeding Standards
Must receive at least 6 scores of 3 or some combination of 3, 4, or 5; may include only one score of 2 (if some combination of 4 or 5 was assigned) with no additional scores below 3	3 Meeting Standards
Scores 2 in 2 or more categories	2 Alert
Scores 1 in 1 or more categories	1 In Need of Improvement

Evaluation Notes:

Guy Fenter Educational Service Cooperative (ESC) was well prepared and organized for the evaluation. The evaluation team was welcomed by staff and provided all the materials and resources needed to effectively conduct a thorough evaluation. One of the core values of the cooperative is to be of service to their districts. This value was expressed multiple times throughout the day by various groups. Superintendents commented on the effectiveness and the essential part the cooperative played in negotiating and organizing opportunities for the districts that alone they could not have done. They expressed the efficiency and transparency in which business was done. Due to this cooperation, larger districts in the cooperative recognize their role in supporting and partnering with rural districts when needed. It was apparent that the ESC held true to the mission of an educational service cooperative and provided support for all. Rural Superintendents adamantly expressed the vital role that the Guy Fenter Educational Service Cooperative played in assisting districts to provide quality educational opportunities for their patrons.

Mr. Hester is known and respected for his knowledge, directness, and professionalism. He most definitely has the respect of district leaders throughout the ESC area. He has mentored new superintendents and been a sounding board for those with experience. He has set high expectations at the cooperative and created a professional atmosphere for the staff. Throughout the interviews, multiple staff members were named for their quality work and support. The ESC highlighted their efforts around Retention and Recruitment. Novice teachers, mentors, administrators and ESC participated in the interview process. It was evident how much this program meant to those involved. The R&R specialist knew the novice teacher's students and was considered a part of the school and class. It was evident that the R&R program had a larger impact on the schools than just the new teachers. Many other programs were mentioned during the 6 interviews with over 30 educators

and administrators. Examples include professional development in science that went beyond the cooperative's walls and into the field was mentioned several times. Literacy support and professional development to meet the legislative requirements and provide foundational literacy knowledge aligned to the Science of Reading. The cooperative has a reputation for providing excellence in CTE.

On the tour of the facility, you could see that this is a place that cares for the well-being of students and families. One-to-one early childhood therapies take place on-site as well as a well stocked closet of basic needs (personal care items, school supplies, etc.) for the migrant program. Several commented on the effective communication by the cooperative and timely support especially with state reported items. "If I get an email from Angela Miller ... I read it... every single time," remarking how it always had pertinent information. Having the right specialists and staff is important and Guy Fenter Cooperative leadership and they have worked diligently to have the right people.

The evaluation team was struck by the authentic, no fluff, direct support provided by the ESC to the member districts. Multiple superintendents made time to come to the ESC for face-to-face interviews and the relationships between districts was not one of competition, but comradery. Listening at lunch proved to only reinforce the support and value the cooperative provides to the districts it serves. A rating of excellence is well-deserved.

Committee Members:		
Stacy Smith, DESE	Lindsey Swagerty, Higher Education	Amy Womack, Parent
Diane Hancock, Educator	Cliff Jones, School Board Member & Parent	Sheila Whitlow, Coop. Employee
Donald Westerman, Administrator	Todd Latta, Business	

Committee Chair Signature: *Stacy Smith*

Date: **10-17-21**