

Southeast Educational Service Cooperative Evaluation

Evaluation Date: December 7, 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: Based on the survey 96% were satisfied or highly satisfied with the Southeast Educational Service Cooperative. They received 577 responses from 15 districts in regards to the User Satisfaction Survey. Many stakeholders shared how supportive they felt from the cooperative. In regards to the support received from the Southeast Educational Service Cooperative, here are a few quotes that resonated with the interview committee:</p> <ul style="list-style-type: none"> • “They provide relevant training, and the math and literacy specialists work with novice teachers to provide them with what they need.” • “They are very professional and accessible and respond quickly.” • “They keep us updated with resources and provide many professional development opportunities that our teachers need.” 	
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: Based on 8,403 responses, the average score is 3.96. This is even more impressive considering that 89% of the respondents were required to attend. Principals, Literacy Specialists, and Superintendents emphasized the quality and importance of the training provided. Superintendents expressed their collective difficulty recruiting and retaining teachers and therapists. They praised the three year new teacher training. The teacher center committee looks at the professional development that has been offered and collectively plans future professional development with input from specialists and surveys.</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: <ol style="list-style-type: none"> 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: The Southeast Educational Cooperative uses multiple sources to find the needs and interests of their member districts. Surveys are sent to the districts and based on the responses, the Teacher Center Committee reviews the data to determine how the cooperative could best meet the needs of the Southeast districts. The Cooperative provided support in literacy, math, science, and various other training based upon the survey needs. The Teacher Center Coordinators meet monthly with DESE personnel to coordinate services and support. Additionally, one duplication was reported via annual report and publicly on the cooperative website.	
1D. Provide Assistance (4.2) <i>District Cost Analysis connected to examples provided.</i>	
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: <ol style="list-style-type: none"> 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 sought and was granted an Act 1240 waiver for all participating districts. One of the superintendents stated, “We wouldn’t be able to operate without the 1240 waiver.” Several shared open positions that had been posted for months and the difficulty of finding qualified applicants. The Southeast cooperative has maintained a goal of getting Act 1240 teachers on a pathway to licensure and have been successful in doing so.

The cooperative provides districts with early childhood special education, Carl Perkins coordination, transportation training, and gifted and talented coordination as well as many other supports and assistance. AmeriCorps and foster grandparents are additional programs that the cooperative independently applies for and serves area school districts. Both of these programs are very successful and provide the needed mentoring for students. Through several consortiums and services the cooperative provides direct savings to districts and the state.

Multiple stakeholders credited the specialists with moving from Level 4 to Level 3 supervision.

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 Teacher Center Committee met the required amount of times and reviewed services and professional development of the cooperative and provided feedback. The ESC also provided Job Alike support for curriculum directors, federal program coordinators, administrators, etc. Best practices are shared through these multiple collaborative groups. This includes hosting eleven different content-specific collaborative groups led by the content specialists.

During interviews, each group spoke of access and support directly from the ESC Director and TCC. It was stated that ESC leadership visits and interviews each building principal to find out how they can support them better. Multiple interviewees reported that staff at the cooperative responded quickly via phone call, text message, and email.

1F. Liaison with Postsecondary Institutions (16.00)

Publicly shared Post Secondary partnerships.

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
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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
<p>Evaluation Notes: The Southeast Educational Service Cooperative collaborates well beyond the required 2 postsecondary institutions/other recognized education agencies by partnering with 12 institutions of higher education including the out-of-state University of Texas at Austin. In addition, best practices are shared regularly not only with partner districts but also with other education service centers throughout the state.</p>	

Section 2: Staff Qualifications and Administration Effectiveness

<p>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></p>	
Meets 5 of the 5 criteria AND All audit findings are addressed AND Best practices are shared publicly	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: <ol style="list-style-type: none"> 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
<p>Evaluation Notes: It was noted that the staff was all certified in the area that they support. Several of them had additional certifications or training endorsements. Multiple areas of strength were mentioned in the interviews with stakeholders. They included: Technology, Cybersecurity, Champ and secondary discipline, SIM training, Novice teachers, Instructional specialists. Best practices are shared in various ways via website, listserve, and individual meetings.</p> <p>Leadership meets monthly with employees to review logs and supports directly provided to districts.</p>	
<p>2B. Board of Directors and Executive Committee <i>Documentation of Board of Directors meetings according to rubric.</i></p>	
The Board of Directors meet more than eight (8) times each year, and written policies and procedures for operation are filed with the State	5 Excellence

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>	
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
Evaluation Notes: The Board met 11 times. Various automation tools such as online resources and paperless procedures eliminate unnecessary cost and create an efficient organization.	

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
Evaluation Notes: The Southeast Co-op maximized the financial resources by augmenting its core budget with 4.5 million dollars in external resources including 17 state grants, 22 federal grants, and 28 local grants. No audit findings.	

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:

Southeast Educational Service Cooperative was organized and welcoming to the onsite evaluation committee. All evidence was prepared and easily accessible to the committee for review. Interview groups represented the region and various stakeholders that the cooperative serves.

Director Eoff stated that “Our schools’ problems are our problems.” That sentiment was echoed by every single cooperative employee and stakeholder. One of the school literacy specialists stated, “They are so happy when we win.” The stakeholders expressed that the work of the cooperative enhances the practices of adults and in turn catalyzed student academic gains. Stakeholders reported that support from the cooperative is both proactive and responsive. One of the superintendents stated that “If they don’t hear from me, they call and check on me.” Stakeholders reported that support was provided to all districts regardless of distance from the cooperative facility

Data collected from documents and responses to interview questions regarding Professional Learning Communities pointed to the Southeast Arkansas Education Service Cooperative as being in close alignment with the State’s vision for the incorporation of PLC’s. Thus, SEARK functions as a valuable resource for schools and districts on the PLC journey. This area of the state has struggled with a teacher shortage for several years. Many superintendents shared their struggle with the candidate pool and lack of applicants. The cooperative will continue to look for ways to streamline support efforts and impact the teacher pipeline.

Southeast Arkansas Educational Cooperative literacy specialists partnered with the University of Arkansas at Monticello’s School of Education to provide literacy training for pre-service teacher candidates. The specialists directly teach pre-service teachers at the university each semester to provide specialized instruction in vital components of reading instruction. This collaboration has strengthened the universities course offering and aids candidates in passing the required Foundations of Reading assessment. This partnership is ongoing and has been in

place for 5 years. This also allows relationships to be formed between cooperative specialists and future teachers, so they can seek support from a trusted professional day one.

Southeast Arkansas Cooperative bases the majority of decisions off of data acquired from multiple sources. They compile the results, share relevant data, and then use that data to move forward. This cycle of inquiry continues as they accumulate additional data for future decision making. Overall rating of “excellence” is well deserved.

Committee Members:		
Stacy Smith, DESE	Eric Saunders, DESE	Dr. Roger Guevara, SAU
Candice Johnson, Teacher West Memphis	Jacob Smith, Administrator Jacksonville	Anna Warriner, ESC
Curt Preston, School Board	Bryon Montgomery, Business	Landon Grimes, Parent
Lindsey Barton, Parent		

Committee Chair Signature: *Stacy Smith*