

# Ozark Unlimited Resources Educational Service Cooperative Evaluation

Evaluation Date: October 27, 2022

## Section 1: User Satisfaction and Service Adequacy

<b>1A. Annual User Satisfaction survey results (all personnel of member districts) (22.2)</b> <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	<b>5 Excellence</b>
80-89% or greater satisfied/very satisfied	<b>4 Exceeding Standards</b>
70-79% or greater satisfied/very satisfied	<b>3 Meeting Standards</b>
60-69% or greater satisfied/very satisfied	<b>2 Alert</b>
50-59% or greater satisfied/very satisfied	<b>1 In Need of Improvement</b>
<b>Evaluation Notes:</b> There were 401 responses with a 96% satisfaction rating. During superintendent interviews one of them mention that, “during the interview for the director position that Mr. Cantrell stated that if he was the director that the agenda for this cooperative will be driven by our needs, and that is exactly what is happening, he interviewed truthfully”. Throughout the stakeholder interviews it was evident that 90% or greater were satisfied with ESC. Multiple comments were made pertaining to the OUR specialists and their responsiveness, “We call one day, they are on-site the next day.”	
<b>1B. Summative PD Session Evaluation responses (22.2)</b> <i>ESC Works Final Report for 2020-21 or 2021-22</i>	
3.8 or higher on 4.0 scale	<b>5 Excellence</b>
3.4 to 3.7 on 4.0 scale	<b>4 Exceeding Standards</b>
3.0 to 3.3 on 4.0 scale	<b>3 Meeting Standards</b>
2.6 to 3.2 on 4.0 scale	<b>2 Alert</b>
2.5 or below on 4.0 scale	<b>1 In Need of Improvement</b>
<b>Evaluation Notes:</b> The overall rating for PD sessions for the 21-22 school year was 3.95 with 3,326 responses. Comments regarding professional development included the quality of PD provided by content specialists, including literacy, math, science, and in the area of behavior. RISE training was noted several times as being very impactful, and is reinforced with follow-up visits from literacy specialists who come and model lessons for new teachers. They also work in collaboration with Solution Tree in the schools that are part of the cohort grants, and reinforce the practices they are learning. This provides support for teachers even after they have completed sessions. Several mentioned the Computer Science, LETRS training and Kagan professional development sessions as being a great resource for them as well. Professional development planning is intentional and meets the needs of the local districts and educators.	

<b>1C. Annual Survey and Needs Assessments (17.00)</b> <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 <b>AND</b> Reports survey and needs assessment results to member districts and the Department <b>AND</b> Reports any duplications to the Department ( <i>How was information shared with DESE</i> )	<b>5 Excellence</b>
Meets 4 of the 4 criteria <b>AND</b> Reports survey and needs assessment results to member districts	<b>4 Exceeding Standards</b>
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	<b>3 Meeting Standards</b>
Meets 3 of 4 criteria	<b>2 Alert</b>
Meets 2 or less of the 4 criteria	<b>1 In Need of Improvement</b>
<b>Evaluation Notes:</b>  The districts expressed a need in the area of behavior and support. OUR ESC offered Ruby Payne professional learning hosted at Harrison High School with over 400 participants and set up a behavior specialist team at the cooperative to work with a consortium of districts. OUR purposefully opened a Pre-K classroom at Green Forest to provide support regarding language barriers and have collaboratively worked to address science of reading, EL students, and early childhood. OUR has also established a mentorship program for novice teachers that is prescriptive to individual district and teacher needs. OUR ESC specialists provide on-site modeling and support based on teacher needs.	
<b>1D. Provide Assistance (4.2)</b> <i>District Cost Analysis connected to examples provided.</i>	
Meets 3 of the 3 criteria <b>AND</b> Provides evidence that exceeds the expectation in at least two (2) areas such as exceeding accreditation standards and equalizing education opportunities <b>AND</b> A cost analysis study of coordinated service	<b>5 Excellence</b>
Meets 3 of the 3 criteria <b>AND</b> Provides evidence that exceeds the expectation in at least one (1) areas such as exceeding accreditation standards and equalizing education opportunities <b>OR</b> a cost analysis study of coordinated services	<b>4 Exceeding Standards</b>
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	<b>3 Meeting Standards</b>
Meets 2 of the 3 criteria	<b>2 Alert</b>
Meets 1 of the 3 criteria	<b>1 In Need of Improvement</b>

**Evaluation Notes:**

The director provides a district cost analysis each year and reviews it with individual superintendents. Multiple opportunities exist for districts to participate in at the ESC. OUR collaborated with Arkansas School Board Association and hosted training for district PPC and school boards to alleviate costs. The ESC also provides a consortium for an LEA supervisor for smaller districts.. When superintendents stated there was a strong need for behavior support, the director and TCC researched a plan to present options to the ESC board to create a behavior consortium. Eleven of the sixteen districts opted to participate in the consortium, but all benefit from the expertise of the behavior specialists and training at the cooperative. The Pre-K programs were noted as “top notch” and offer great academic support for the schools. A principal stated, “I cannot imagine a stronger partnership; we are making a difference. The Pre-K program has brought student growth and entering kindergarten scores are higher.

Comments regarding providing assistance from teachers were “teamwork, openness and willingness, helpful, family, impactful, and attention to our needs”. “All staff are knowledgeable and always go above and beyond”, “They always keep the needs of the kids first”, “Holy cow, our CTE Specialist helps us so much..she’s wonderful”. “They create an atmosphere of support; this co-op is like a family”. “This is such a strong culture between our 16 districts”, “They advocate for academics, CTE, sports, etc—it’s the co-op that helps build that culture”. “They appreciate that there is flexibility, no matter the school need or school size”. A teacher mentioned that when she has been observed or monitored “she never felt judged and always feels helped”. “I’m only from literacy, but I met the math guy; it’s great to know him in case I ever move into teaching math”. “We are a part of a team”. “I’ve had so much support from the beginning of the year until the end last year, my students were learning!”

**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 ( $\frac{1}{2}$ ), but not more than two-thirds ( $\frac{2}{3}$ ) 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 Co-op has materials, equipment, and other resources available for the schools to utilize and/or check-out, including 3D printers, wood cutters, and die cuts to support their schools. The teacher center committee is composed of representatives from each district as required by law, and the committee provides input on needs, helps to analyze data from needs assessments, and communicates information shared in the meeting. Other committees meet regularly as well, including Federal Programs Coordinators, Curriculum Coordinators, Dyslexia Interventions, etc, where the TCC shares important information and best practices. Several podcasts are created at the Co-op and shared publicly, including the Arkansas AWARE and Guide for Life podcasts, as well as a math podcast. The studio is available for others to utilize as well for creating podcasts. One member of the teacher center committee noted, “I feel very informed by them.”

<b>1F. Liaison with Postsecondary Institutions (16.00)</b> <i>Publicly shared Post Secondary partnerships.</i>	
Collaborates with more than two (2) postsecondary institutions or other recognized educational agencies on a regular basis <b>AND</b> Best practices are shared publicly	<b>5 Excellence</b>
Collaborates with more than one (1) postsecondary institutions on a regular basis	<b>4 Exceeding Standards</b>
Shall cooperate with the state-supported postsecondary institution located within its area	<b>3 Meeting Standards</b>
Cooperates with one (1) postsecondary institution within the state	<b>2 Alert</b>
Does not cooperate or collaborate with a postsecondary institution	<b>1 In Need of Improvement</b>
<b>Evaluation Notes:</b> OUR had evidence of partnerships with seven postsecondary entities. ESC CTE specialist also collaborates with the Chamber of Commerce and together has created opportunities for students.. These partnerships have also led to sharing of best practices via magazine publication (WIN). Specialists also provided training for adult mental health for Northeast Arkansas Community College and Lyon College.	

## Section 2: Staff Qualifications and Administration Effectiveness

<b>2A. Director; personnel; general policies, rules and regulations; policies, procedures, expenditures, reports, and audits. (11.00, 12.00, 14.00, 21.00)</b> <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 <b>AND</b> All audit findings are addressed <b>AND</b> Best practices are shared publicly	<b>5 Excellence</b>
Meets 5 of the 5 criteria <b>AND</b> All audit findings are addressed	<b>4 Exceeding Standards</b>
Meets 5 of the 5 criteria listed below: <ol style="list-style-type: none"> <li>1. All positions requiring licensure are occupied by personnel possessing licensure or approved alternative</li> <li>2. Evidence of staff formal evaluations including performance evaluation of director</li> <li>3. Personnel policies are in place and current</li> <li>4. Annual reports are compiled and disseminated to individuals and entities required by statute</li> <li>5. There is no evidence of fiscal distress as witnessed by any one of criteria in 27.00 of the Rules</li> </ol>	<b>3 Meeting Standards</b>
Meets 4 of the 5 criteria	<b>2 Alert</b>
Meets 4 of the 5 criteria	<b>1 In Need of Improvement</b>
<b>Evaluation Notes:</b> All employees are certified as required by their position or have an approved licensure plan on file. Artifacts were provided that listed all positions and certifications. Evaluation samples were provided by permission from those employees whose evaluations were reviewed. Personnel policies are posted on their website and hard copies were provided to the team as artifacts. Their annual report is submitted to the ADE in a timely manner and is posted on their website for public review. Interviews revealed staff are held in high esteem due to their quality of responsive service. There are no audit findings. Several ESC employees serve on state committees.	

<b>2B. Board of Directors and Executive Committee</b> <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 <b>AND</b> 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>	<b>5 Excellence</b>
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>	<b>4 Exceeding Standards</b>
The Board of Directors meet at least eight (8) times each year, and general fiduciary responsibilities for the cooperative are documented <b>OR</b> 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	<b>3 Meeting Standards</b>
The Board of Directors meet less than eight (8) times each year, and/or general fiduciary responsibilities for the cooperative are minimally documented	<b>2 Alert</b>
The Board of Directors meet less than eight (8) times each year, and/or general fiduciary responsibilities for the cooperative are not adequately documented	<b>1 In Need of Improvement</b>
<b>Evaluation Notes:</b>  The Board of Directors met a total of 11 times during the year, thus exceeding the minimum standard. A superintendent stated that all the districts regularly attend the board meetings. As a group, they joked and laughed and it was evident that this is a working group that knows each other well. One superintendent on a serious note stated that he looked forward to the board meetings because they feel like a family.	

### Section 3: Extent of Local Financial Support

<b>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)</b>	
Meets 3 of the 3 criteria <b>AND</b> . Programs and services are documented based on needs assessment and evaluation is reported <b>AND</b> 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 <b>AND</b> . Cost analysis study has been performed for % of member districts annually and the findings have been shared in a face-to-face meeting with the superintendent <b>AND</b> . Best practices are shared publicly	<b>5 Excellence</b>
Meets 3 of the 3 criteria <b>AND</b> . Programs and services are documented based on needs assessment <b>AND</b> . 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 <b>AND</b> . 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)	<b>4 Exceeding Standards</b>
Meets 3 of the 3 criteria listed below: <ol style="list-style-type: none"> <li>1. Programs and services are based on the needs of the member districts and priorities of the state</li> <li>2. Each member district is entitled to participate in programs and services that are fully supported by state funds</li> <li>3. Programs and other services may be supported by local funds</li> </ol>	<b>3 Meeting Standards</b>
Meets 2 of the 3 criteria	<b>2 Alert</b>
Meets 1 or less of the 3 criteria	<b>1 In Need of Improvement</b>

**Evaluation Notes:**

The OUR cooperative provides services that alleviate a tremendous financial burden on their cooperative of schools by providing several consortiums; Local Behavior, Perkins, Special Education and Speech Pathology, etc. OUR has 100% of schools participating in bids that are housed at OUR, such as milk, PD and paper. 94% of schools are utilizing the OUR cooperative for HIPPO and Perkins and 88% are utilizing Early Childhood Special Education through the cooperative. There were no audit findings in the most current report. The audit also showed that revenues at the year's end showed to be \$158,089 higher than expenditures in the general fund and \$28,011 higher in the special fund. A report was provided that gave a cost analysis for schools and the financial effectiveness of the OUR cooperative. We took the smallest 4 schools and added together the cost savings for them for the 21-22 school year, which included PD, products/procurement, student services and district administration assistance totaled \$1,366,132. The administrative staff at OUR received an award in the 21-22 school year from ADE for being in the Top 10 of cycle reporting and for their level of detail in all areas.

**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	<b>5 Excellence</b>
Must receive at least 6 scores of 4 or some combination of 4 or 5; and NO scores below 3	<b>4 Exceeding Standards</b>
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	<b>3 Meeting Standards</b>
Scores 2 in 2 or more categories	<b>2 Alert</b>
Scores 1 in 1 or more categories	<b>1 In Need of Improvement</b>

**Evaluation Notes:**

The Ozark Unlimited Resources Educational Service Cooperative was well prepared and organized for the evaluation team. All documentation and reports were readily available and additional evidence was provided in binders if needed. The evaluation team moved easily through the report and evidence links for verification. Stakeholder interviews were well organized and had a large number of participants via zoom and in-person.

Several programs and supports were highlighted including Pre-K, CTE, Literacy, Professional Learning Communities, etc. It was evident of the role that the cooperative plays between the state and the districts. Another support that stood out was the Retention and Recruitment efforts. The ESC took a very personalized approach by interviewing all Year 2 and 3 participants and their principals. These interviews allowed for the specialists to group and customize the support needed for the novice teachers. Genuine thought and intentional support was provided to participants. The specialists provided direct support and coaching to the principals of the novice teachers that needed more intensive support, recognizing that their building principal was with them daily. The move away from the one size fits all retention support and it's proving to be successful.

Repeatedly the state is hearing the need for behavioral support. OUR ESC did not wait for the state to create a solution for their districts, nor did they seek additional funding. They on their own created multiple options for their districts and proposed consortium ideas of support that included creating their own team of behavior specialists who directly support the schools who opt into the consortium. Eleven of the districts are participating utilizing their ESSER funds and this was brought up several times by superintendents and principals as a great resource.

Many districts commented on the organizational leadership exhibited at the ESC and commented on Mr. Cantrell and Dr. Fowler. The facilities have been updated and well-maintained providing for a professional atmosphere for educators. Committee members that were part of the evaluation team that are familiar with the cooperative emphasized the excellence of the cooperative. Excellence rating is well-deserved.

Committee Members:		
Stacy Smith, DESE Deputy Commissioner	Jule Workman, Arch Ford Coop.	Shawna Burns, Parent (Harrison)
Jason Evers, Supt. of Manila	Linda Winkles, School Board Member	Lesia Rogers, Parent (Bergman)
Jill Clogston, ASU ERZ Director	Joe Paul James, Business	Jennifer Barbaree, OCSS/DESE/Coop

Committee Chair Signature: *Stacy Smith*