

# Dawson Educational Service Cooperative Evaluation

Evaluation Date: May 18, 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> Twenty-two out of twenty-two school districts responded. Overall average rating was 96% satisfied or very satisfied. Surveys sent to all school districts in the Dawson Educational Service Cooperative (ESC). Interviews with district personnel and educators supported the User Satisfaction rating scores. Evidence that ESC reviewed the data and responded accordingly for continuous improvement was provided.	
<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> Average rating on the survey was a 3.96 for 2021-2022 school year and an average of 3.98 for the 2020-2021 school year. Clear evidence was provided that the ESC did distribute summative evaluation forms at the conclusion of professional development. Data was reviewed by the ESC staff annually to set goals for improvement based on evaluation responses.	
<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: <ol style="list-style-type: none"> <li>1. A PD Needs Survey was administered</li> <li>2. The survey data was reviewed by cooperative leadership</li> <li>3. Ongoing input of district needs from various groups (i.e. Teacher Center Committee, job alike groups, etc.)</li> <li>4. Works with the Department to conduct surveys that complement rather than duplicate the work</li> </ol>	<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> Needs' survey was referenced several times during the interview with the Dawson Educational Cooperative staff. The teachers interviewed indicated that Dawson staff were very quick to respond to address any needs and were easy to contact. Teachers felt comfortable contacting the staff at Dawson to ask for help or resources. Clear evidence that needs surveys were administered in several areas and that a set time each year is dedicated to reviewing surveys and evaluations to determine goals for the following year.	
<b>1D. Provide Assistance (4.2) District Cost Analysis connected to examples provided.</b>	
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: <ol style="list-style-type: none"> <li>1. Assist member districts in meeting or exceeding accreditation standards and equalizing educational opportunities;</li> <li>2. Using educational resources more effectively through cooperation among school districts; and</li> <li>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</li> </ol>	<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>
<b>Evaluation Notes:</b> Dawson ESC assists member districts in meeting and equalizing educational opportunities by providing virtual classrooms for students whose needs are not met in the traditional setting. The ESC worked with schools to provide "job fairs" for students in 12th grade along with members of the community. Dawson is also working with higher education to provide opportunities for para-pros to become certified teachers in Pre- K. Dawson worked with students from surrounding colleges so that they were able to work in ABC classrooms. Teachers talked about networking with fellow teachers during professional development opportunities at Dawson ESC. The Dawson staff mentioned how sharing ideas among co-ops has become more of a standard practice than prior to Covid-19. Through shared services districts are able to reduce expenses as evidenced by the cost analysis reports provided. The ESC provided each district with a cost analysis.	
<b>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.</b>	

Meets 5 of the 5 criteria <b>AND</b> Lists the other committees and the purposes or responsiveness to member districts <b>AND</b> Best practices are shared publicly	<b>5 Excellence</b>
Meets 5 of the 5 criteria <b>AND</b> Lists the other committees and the purposes or responsiveness to member districts	<b>4 Exceeding Standards</b>
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.	<b>3 Meeting Standards</b>
Meets 4 of the 5 criteria	<b>2 Alert</b>
Meets 3 or less of the 5 criteria	<b>1 In Need of Improvement</b>
<b>Evaluation Notes:</b> The ESC did provide evidence of the required Teacher Center Committee (TCC) meeting dates along with the TCC member list. A list of additional committees/ groups was provided in the narrative summary provided by the ESC. Throughout interviews several commented on active committees and the benefit of networking. Best practices are shared publicly through the websites; but also through TCC committee members, regular principal meetings, and electronic communication. Evaluation team conducted an interview with TCC members and verified required information outlined in rules.	
<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> The Dawson ESC provided evidence that two 4-year universities in Arkadelphia, Henderson State University (HSU) and Ouachita Baptist University (OBU) have established working relationships with the ESC. National Park and ASU Three Rivers (community colleges) are also key partners. It was specifically noted that a strong relationship exists with the College of Education at HSU. The ESC CTE director shared information regarding the CTE programs and how they were integrated into the 2-year colleges. It was noted that a growing relationship with OBU has been established. Specifically social media, podcasts, and regular monthly meetings among key stakeholders insures that best practices are routinely shared.	

## 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> Dawson Educational Service Cooperative has shared ongoing budget and fiscal reports on a monthly basis with their board of directors. In addition, the audit reports are posted on the ESC website, including a cost analysis of different programs. There is evidence of fiscal transparency and information being publicly shared. The most recent audit had no findings and the evaluation committee was impressed with the overall audit.	
<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> Dawson Educational Cooperative has exceeded the minimum of 8 meetings per year for the board of directors. Minutes are available for public review and analysis. In addition, the minutes are appropriate and sufficiently detailed in both action and informational items satisfying the requirements of records of internal improvement.	

### 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 <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 1/3 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: 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	<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>
<b>Evaluation Notes:</b> A cost analysis of services was conducted on 22 of the 22 member districts during the 2020-2021 school year. The ESC director shares the cost analysis with each superintendent and is available to answer questions. In addition, the ESC publishes an annual report on all programs. During the evaluation, the evaluation team was able to examine the cost savings analysis documents corresponding to all 22 member districts.	

## 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 Evaluation Committee was comprised of a nine member team representing the various roles outlined in rules for Educational Cooperatives. Dawson provided their written report and evidence links within established timeline and were extremely helpful in organizing the day. They provided adequate access to information and organized the zoom links and ESC staff for interviews. Overall, the evaluation committee conducted seven group interviews some in-person and others by zoom. In prior consultation with ESC, it was determined to split district administration interviews into two groups by size of districts. Additional interviews included building administrators, classroom teachers, Teacher Center Committee, ESC staff, and also highlighted the social emotional program. In all, the evaluation committee interviewed over 30 individuals connected to the ESC as either staff or a member district.

Dawson Educational Service Cooperative was described repeatedly as “responsive” to the needs of all member districts in various capacity. It was evident that the ESC attempts to customize support as needed for all districts. One example given during interviews pertained to the ESC creating and providing bullying professional development and program support. That request by one district was shared and now being duplicated in several districts. Additional examples included safety support, facilities planning, creating CTE programs, etc.

The smaller districts overwhelming expressed the critical role of the cooperative for direct hands-on support that was provided by various specialists and assistant director/teacher center coordinator, as well as the cooperative director. The ESC was described as a ‘Lifeline’ for the smaller districts. Larger districts noted the value of the networking opportunities that provided up-to-date information and support (curriculum cabinet, administrators, federal, etc.). It was noted that the larger districts are not as dependent on the cooperative, but appreciation for their work and responsiveness to their needs when requested. The Dawson Educational Service Cooperative has a robust website with numerous resources and innovative social media outlets. They have strived to promote educators throughout their region by surprising them with awards and recognitions (Tremendous Teacher, Teacher Appreciation with Smallcakes, Studio D podcasts, Bus Drivers, etc.).

Local community leaders in Arkadelphia commented on the Dawson Educational Service Cooperative being the “knot” that ties the community together, as well as having a collaborative spirit that they bring to the table. The cooperative has invested in downtown Arkadelphia and expanded professional working space for educators that they serve. The educational cooperative provides well-equipped rooms for professional development, updated technology, and a space for any type of event a district may need.

During interviews it was clear that school district leaders trust the educational service cooperative administration. Individual leaders shared stories of direct administrative support structures for areas such as academics, human capital, facilities, fiscal operations, student support, and stakeholder engagement. District leaders are comfortable seeking individualized support given the expertise of the cooperative employees. It is evident that the educational service cooperative provides a non-judgmental, safe place for district leaders.

One area identified by the ESC as a need throughout the region was Social Emotional Learning. The cooperative established a pilot program during the pandemic to meet the SEL needs of students during virtual learning. They provided weekly lessons based on the GUIDE for Life and have expanded this program for next year serving several districts' students in-person and virtual learners.

Darin Beckwith has created a culture at the cooperative centered on service. The collaboration of staff was evident and the "never say no" attitude was expressed by multiple employees and district representatives. High expectations have been set for the various programs at the cooperative. Mr. Beckwith has allowed staff to stretch their programs and strive for innovation.

Districts interviewed expressed interest in the ESC exploring expansion for alternative learning, supporting classified employees, and self-care for educators and students. It was a pleasure to be part of the evaluation committee and the Excellence rating is well deserved.

Committee Members:		
Stacy Smith, DESE	Dr. Guevara, Higher Ed	Karen Breshers, Industry
Kelli McLelland, Teacher	Renee Treadwell, Coop. Staff	Jennifer Barbaree, Parent
Kimberly Grimes, Administrator	Dr. Jeff Root, School Board Member	Tiffany Edwards, Parent

Committee Chair Signature: Stacy Smith Date: 5-20-22