

# Arch Ford Educational Service Cooperative Evaluation

Evaluation Date: January 13, 2023

## 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>
<p><b>Evaluation Notes:</b> All districts responded (847 responses). 98% percent of responses were “very satisfied” or “satisfied.” Several line items were 100% very satisfied/satisfied. No item/service had less than 93% very satisfied/satisfied.</p> <p>From interviews:</p> <ul style="list-style-type: none"> <li>● Virtual AR group commented on the excellent support with curriculum development; Arch Ford provides more resources and support than what could be achieved on their own.</li> <li>● Open lines of communication (emails, calls, newsletters, etc.) Evident that communication was a well established norm within the cooperative and districts</li> <li>● Districts feel comfortable contacting the co-op with any issue and the cooperative responds with enthusiasm</li> </ul>	
<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>

**Evaluation Notes:**

Response was average of 3.92 of 4.00

Also using multiple surveys/data sources to evaluate their work

From interviews:

- Complimentary of Arch Ford's willingness to come on site to provide PD. Specialists were praised for their expertise, feedback, and professionalism.
- They do not wait on or restrict the number of PDs and training that are needed, they go above and beyond to meet the needs.
- Attendees from outside the co-op region attend sessions—it's a testament to the quality of PD offered at Arch Ford
- Cooperative has a statewide reputation of quality

**1C. Annual Survey and Needs Assessments (17.00)** *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.*

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>

**Evaluation Notes:**

PD Needs Assessment given to administrators in the fall of 2022

Clear evidence of Arch Ford staff and Teacher Center Committee analyzed the results and made recommendations for future support to educators  
Additional surveys used to determine needs assessment (Needs assessment for admin, needs assessment for teachers, etc.). Evidence that the results informed next steps and support provided.

Results shared in various committee meetings (TCC, administrators meetings, curriculum committee, etc.) and monthly newsletters  
Collaborated with DESE in a monthly basis (TCC/Directors Meetings) to eliminate any duplication of work/services

From Interviews:

- Teacher Center Committee members: constant communication about needs and services available
- The co-op constantly asks, "What can we do?" and "How can we do it better?"
- Arch Ford's proactive measures helped inform two districts who were on Level 4 support of their status and worked with them to develop and implement effective literacy improvement plans—both districts were able to move out of leveled support.

**1D. Provide Assistance (4.2)** *District Cost Analysis connected to examples provided.*

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	<b>4 Exceeding Standards</b>

standards and equalizing education opportunities <u>OR</u> a cost analysis study of coordinated services	
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>
<p><b>Evaluation Notes:</b>  Identify 5 districts per year to calculate a cost-savings analysis (details provided for 2)  23 districts in CTE consortium  100% of districts participate in PD consortium  20 districts (18 in co-op region districts and 2 out-of co-op region) SpEd consortium  Cost-savings practices/services:  Virtual Arkansas utilized to serve schools with teachers/courses  Print Shop  Warehouse/purchasing  School Board training</p> <p>From Interviews:</p> <ul style="list-style-type: none"> <li>• Strong networking between schools that is facilitated through the cooperative- mentioned multiple times throughout interviews</li> <li>• Connections to cooperative staff and each other through various job alike meetings</li> <li>• Responsive to schools' needs/fast response</li> <li>• Districts often feel they have a "second staff" at their disposal from the co-op</li> <li>• Proactive in planning/initiating state initiatives</li> <li>• Small schools can utilize multiple committee meetings (they were a lot of hats in small schools)</li> <li>• Regardless of the size of the school, everyone gets served.</li> </ul>	
<p><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></p>	
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 (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.	<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>

**Evaluation Notes:**

Each district is represented by a delegate; the ratio is 18 teachers to 10 administrators; the committee met three times during the year (October, February, and April).

Eleven additional committees listed–met to respond to various district needs (GT, ESOL, Federal Programs, etc.). These committees often meet monthly. Best practices shared on co-op website, applicable monthly links, and presented at the Midsouth Education Research Education Association–presented to share best practices from the Novice Teacher Mentoring program

**From interviews:**

- All information (notes, minutes from meetings, etc.) is shared quickly and efficiently for those who cannot attend meetings
- Digital links to all appropriate committees/groups
- Utilizing virtual options for guest presenters

**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**

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:**

The Arch Ford Cooperative partners with several higher education organizations (UCA, ATU, CBC and UACCM). Faculty from the institutions provide input and guidance on grants, programs, and state initiatives. The Virtual Arkansas Program has a strong partnership with Arkansas Tech University for concurrent credit. The Teacher Residency Model is being developed in partnership to support the teacher pathway. The Elementary Quiz Bowl opportunity has been located at Central Arkansas Baptist College. Currently, there are faculty from UCA and Arkansas Tech partnering with a few of the specialists and the TCC on a research project to examine teacher preparation and support for novice teachers. Faculty from UCA and Arch Ford have published and presented at several local and national education conferences on best practices in novice teacher support. Faculty from UCA and ATU serve on the AF Novice Teacher Support Committee, and faculty from AF serve on the UCA and ATU Executive Advisory Boards. Faculty from higher education offer (and attend) PD sessions at Arch Ford, and Arch Ford faculty present at UCA and ATU (e.g., Arch Ford faculty presented on trauma-informed practices to UCA College of Education faculty in January 2023). AF was instrumental to ATU and UCA during their CAEP accreditation review visits.

**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)**

*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.*

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: 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	<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> The Arch Ford Educational Service Cooperative provided the documentation for all of the five required components. No audit findings for the last two years. Arch Ford shares their best practices through a variety of methods including the website and providing collaboration opportunities for educators. Provided a document giving evidence of updated licensure for staff. Hard copies of staff formal evaluations were made available on site. Provided current personnel policies and annual reports.  From Interviews: The Arch Ford Cooperative shares best practices through venues such as monthly newsletters, social media, the coop websites, and local and national conferences (e.g., MSERA, AERA). ***Not only did the interviews highlight the expertise of the staff, but the quality of the people who care about education, each other, students, and educators. “Team” and “Family” were mentioned multiple times.	
<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>

**Evaluation Notes:** The board of directors met 10 times last year. Agendas and minutes for all meetings were provided as evidence. The cooperative provided the internal improvement in efficiency of operations in a separate document and included as examples: implementation of a new HRIS system, a streamlined website, streamlined social media accounts to allow for simpler access. In interviews, administrator leaders expressed appreciation for the coop in providing monthly meetings to share best practices around current initiatives, policies, and best practices. Leaders appreciated the chance to network with others in their same roles to share information and resources.

### 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: <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>
<p><b>Evaluation Notes:</b> The Arch Ford cooperative met all three of the criteria for level 3. They conduct a needs assessment and respond to the needs of the districts as documented in the narrative. They provided evidence of survey data from teachers and leaders on needed programs and services. This was verified in interviews on site with the TCC members who commented on the responsiveness, and multiple interviews noted the critical role Virtual Arkansas played in supporting the needs of local schools and students. Teachers and leaders also noted the cooperative's role in providing opportunities to connect and network across districts. They provided evidence in the form of spreadsheets and their involvement in provided services, including print shop and warehouse services. Districts pay based on enrollment, and the cooperative acquires grants and supports schools in acquiring grants to support programs and services (e.g., CTE, Blue and You). The COOP provides consortiums in the form of SPED, Facilities, Food Purchases, Print Shop, Supply Warehouse, ALE, and others. They provided the cost analysis reports shared with each district which emphasizes the fiscal savings and impact that the COOP provides for its members.</p>	

**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 districts were complimentary of various programs including the Novice Teacher, Aspiring Administrator, content professional development, grant opportunities, etc. Many districts see the cooperative as the “educational hub” for the region and the central place to promote collaboration for educators to share excellence and find needed support.

The partnerships among districts and higher education institutions to support the vision and mission of the Arch Ford Cooperative is high and strong. The specialists and cooperative leadership are very responsive to district needs. Those interviewed shared that the culture of the cooperative is focused on service. Feelings shared were that the cooperative staff go above and beyond to meet needs and requests of the partner districts. Requests are not turned down but if they cannot be met then the cooperative finds a way to get the training or support needed. Communication from cooperative leadership and specialists are ongoing, two-way, and timely. Monthly collaborative meetings to support federal programs, curriculum, and building level leadership provide opportunity for sharing of best practices, building capacity in the districts, and sharing of resources. For those who cannot attend, minutes and details from the meetings are shared out to all to keep everyone abreast of discussions.

Arch Ford has had a long-standing reputation of excellence. Under the leadership of Mr. Grant and Dr. Workman this continues. Both were mentioned multiple times throughout the interviews for their leadership, responsiveness, and expectations of high quality for the students and educators of the region. Overall rating of Excellence is well-deserved.

Committee Members:		
Eric Saunders, DESE	Traci Jones, ERZ	Clint Hull, School Board Member
Jeff Mock, Administrator	Dr. Dawn Bessee, Coop Staff	Tonya Stanley, Business Representative
Sara Rogers, Parent	Bonnie Herring, Teacher	Donna Wake, Parent / Higher Ed

Committee Chair Signature: *Stacy Smith*