



ARKANSAS DEPARTMENT OF EDUCATION

Legislative Update for Dollarway School District

State Authority

December 1, 2018 - February 28, 2019

Submitted by

Office of Coordinated Support & Service

Dr. Mike Hernandez

March 14, 2019

Pursuant to Ark. Code Ann. § 6-13-112, a quarterly status report is provided for each school district currently under state authority. The following report is submitted to the State Board of Education, the Chairs of both the House and Senate Education Committees, and others prescribed by law. The current report is part of the new process of quarterly reporting under the Every Student Succeeds Act (ESSA). Although a district may be under state authority for various purposes, the Arkansas Department of Education (ADE) believes that all systems must be fortified in order to have an effective school district. These systems are Academics, Facilities and Transportation, District Operations and Fiscal Governance, Human Capital, Student Support, and Stakeholder Communication/Family and Community Engagement. The major focus of this report will be around the Academic System due to the district being in need of Level 5 Support.

The Academic System consists of academic updates from the district based on the district plan of support. The district plan of support is based on school-level plans that were developed by the schools. These school-level plans are based on the review of data and the development of a continuous cycle of inquiry. The district plan of support includes items that were responsive to the needs of the schools by the district. The ADE then can work in a collaborative manner to support the district based on items identified in the district plan of support and continue to work with the districts to prioritize and identify solutions to further enhance any other systems including the use of ADE supports. ADE will further work with the districts to develop local capacity in addressing each system by developing measurable goals and monitoring progress. This is intended to be reflective in nature and a way for ADE and the districts to be purposeful in their future work together for the betterment of students.

The legislative report consists of information related to the district plan of support. All subsequent reports will be updates on the monitoring of the district plan of support and any other relevant academic information that supports the goals of the schools. In the event that the district is under state authority for fiscal reasons, the report will contain all relevant financial information as well. The final part of the report will be a list of current ADE support provided to the district by system.

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BACKGROUND

The Dollarway School District (DSD) was placed under the direction of the Commissioner of Education in December 2015. At that time Dollarway High School was classified in Academic Distress. State statute related to schools classified in Academic Distress has given the State Board of Education the authority to administer a wide range of actions when schools or districts are classified in Academic Distress. These actions are inclusive of removal of the local school board and assignment of the overall district administration to the Commissioner of Education.

In April of 2016, the Dollarway School District was classified in Fiscal Distress. DSD also had two secondary schools classified in Academic Distress (Dollarway High School and Robert F. Morehead Middle School). The Elementary and Secondary Education Act (ESEA) Flexibility Waiver classified the same schools as Priority and in the lowest 5% of schools as measured by multi-year performance of students on the state accountability assessment.

It should be noted that the ESEA was reauthorized by Congress in December of 2015 under the general name of Every Student Succeeds Act (ESSA). A number of substantial changes were made during the reauthorization and states are in the process of modifying accountability systems based on the new legislation. Transition to full implementation of the new law was to occur by the start of the 2017-2018 school year, but the complexity of the challenges in developing federal rules has moved that date back at least one school year. Timelines for the Arkansas full implementation are established and have been included in the Every Student Succeeds Act application recently approved by the United States Department of Education on January 16, 2018.

Academic Distress as a state classification was removed with the passing of Act 930 of 2017. This was to be replaced with Levels of Support as part of Act 930. The State Board of Education classified the Dollarway School District in need of Level 5 support on July 13, 2017. Priority and Focus schools were federal designations that were removed with the approval of the Arkansas ESSA plan approval on January 16, 2017. The intent of all designations (state and federal) has been to call attention to levels of student proficiency and for districts and the state agency to take action to assist schools with greater challenges in facilitating students to meet performance measures.

State statute requires quarterly progress monitoring of districts in state authority with updates provided to the legislature. The intent of the requirement for quarterly reporting is to keep both the public and the legislature informed regarding progress

towards the exit criteria from state authority. This report seeks to fulfill that requirement for the DSD which is under state authority for academic issues.

The Arkansas Department of Education (ADE) subscribes to the educational research-supported belief that plans of improvement must be both personalized to a school, and developed by the educators and parents charged with the responsibility for increasing student assessed proficiency. ADE does not seek to impose a plan on any district but does seek to support districts in analyzing and supporting school level plans.

In keeping with the idea that each school across the state will have a personalized plan, the district in consultation with the ADE will collaborate on a district plan of support. A district support plan shall follow a continuous cycle of inquiry and at a minimum: Specify the support the public school district will provide to public schools identified pursuant to the Elementary and Secondary Education Act of 1965, Pub. L. No. 89-10, as reauthorized by the Every Student Succeeds Act of 2015, Pub. L. No. 114-95; Collaboratively establish priorities regarding goals or anticipated outcomes with the school or schools, including feeder schools as applicable; Identify resources to support the established priorities; Describe the time and pace of providing support and monitoring for the established priorities; and Describe the measures for analyzing and evaluating that the district support was effective in improving the school performance.

Updated ESSA School Index By School.

The link [here](#) shows the updated ESSA School Index scores and each indicator for the 2016-2017 and 2017-2018 school year.

School Level Plans (Link)

[All School Plans](#)

District Support Plan

The items below are the original District Support Plans followed by an update on the monitoring of the plan.

[Quarter 3 Update on District Support Plan \(Current\)](#)

[Quarter 2 Update on District Support Plan](#)

[Quarter 1 Original District Support Plan \(Below\)](#)

Dollarway School District

2018 - 2019

District Support Plan

Barbara J. Warren, Superintendent
Dr. Melvin Bryant, Deputy Superintendent
Dee Davis, District School Improvement Specialist



James Matthews Elementary School (P-4) - Leondra Williams, Principal
Robert F. Morehead Middle School (5-8) - Paulette Bell, Principal
Dollarway High School (9-12) - Yolanda Prim, Principal

Dollarway School District
Plan of Support

SY 2018-2019

outlines

how the district will support the improvement efforts in each building, including all major actions, progress monitoring methods, and specific expectations

through

Professional Learning Communities at Work
(Solution Tree)

Therefore

IF we lead the work of creating an organizational team in which everyone shares a collective responsibility for the development and success of the **WHOLE** child through a professional learning community at work process, **THEN** achievement for **ALL** students will increase.

through

Positive Behavioral Interventions & Supports
(PBIS)

Therefore

IF we support the implementation of actions and activities that build a positive and productive school culture, **THEN** the quality of our school, stakeholder satisfaction, and the success of our students will improve.

through

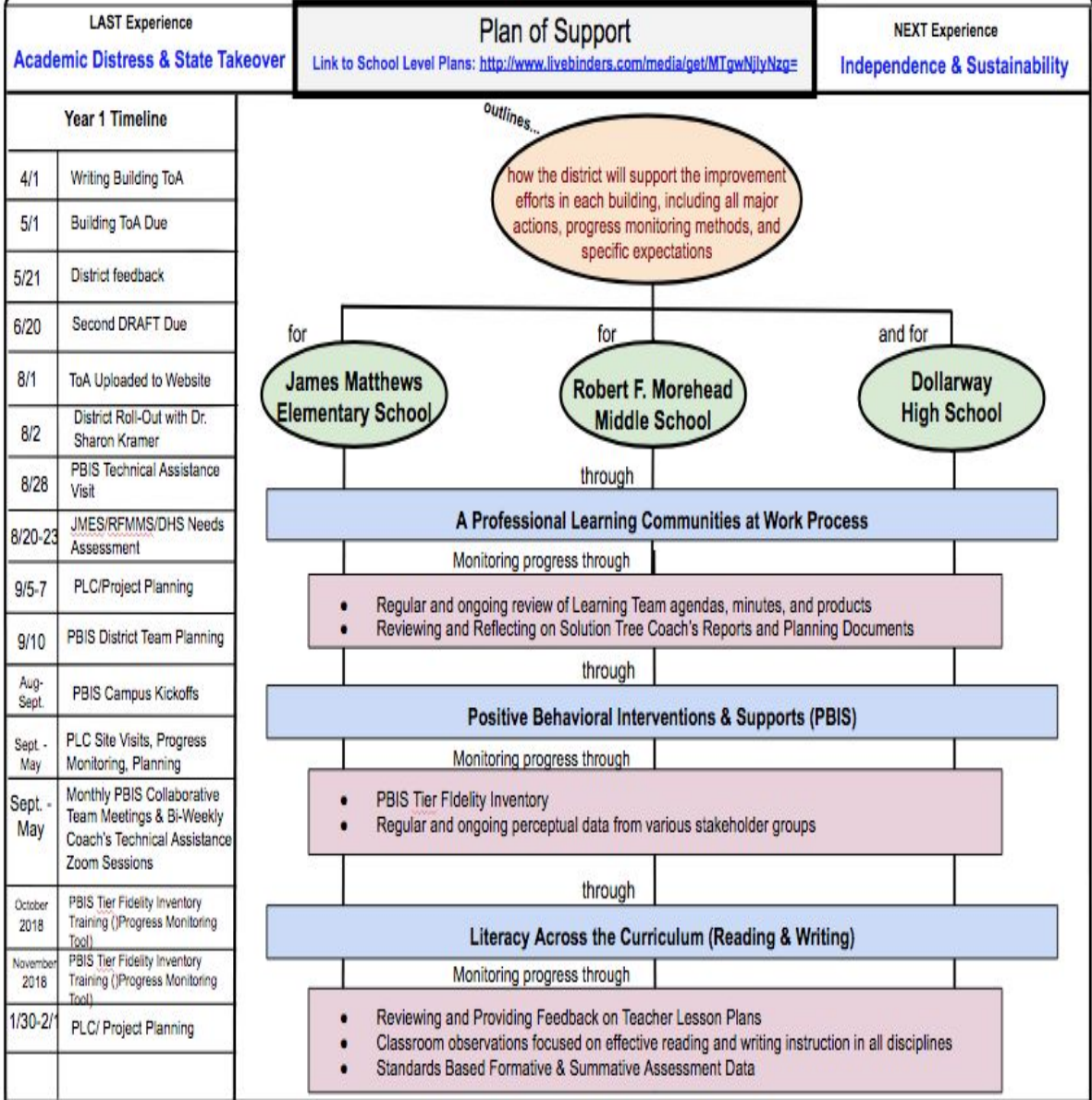
Literacy Across the Curriculum
(Reading & Writing)

Therefore

IF we support the implementation of research-based, specific, and strategic actions and activities that incorporate the science of reading, include a common language and process for writing, and utilize an approach that facilitates and scaffolds learning experiences, **THEN** **ALL** students will make gains and show growth in all disciplines.

SY 2018-2019

Dollarway School District



ADE Systems Supports

The Arkansas Department of Education (ADE) continually provides all districts general supports. There are numerous supports that are provided to districts on a daily basis. The items listed below are highlights of some of the supports provided to the district that are beyond general support. **New supports since last report are in bold.**

Academic System

- Support of the district in crafting and review of school-level plans with the aid of the Standards and Systems Support Specialists and Office of Coordinated Support and Service (OCSS).
- Support of the district in review of the District Plan of Support.
- Support of the district by providing grant funds to cover the cost of implementation of PLCs.
- Support of the district by providing multiple PD sessions during the back to school teacher work days.
- Needs Assessment and planning from Solution Tree/PLCs at Work.
- Notification of CSI Schools.
- Support from State Leadership Coach in TESS Observations for all schools.
- **[OCCSS Support Meeting with Superintendent 1](#)**
- **[OCSS Support Meeting with Superintendent 2](#)**
- **[OCSS Support Meeting with Superintendent 3](#)**

Student Support System

- Support of the district by providing training in Positive Behavior Intervention System through SPDG and ASU.
- Support with ELL Funding.
- **[SPDG PBIS Supports](#)**

District Operations and Fiscal Governance System

- Support of the district by providing ADE personnel to support the district with budgets, business manager training and other fiscal operations. This support has lessened due to the growing capabilities of the district finance department.
- Support in review and planning based on FY18 Preliminary Audit
- Unrestricted Budget projections as of 11/19/18.
- **[Dollarway Audit for FY 18](#)**

- [Unrestricted Budget Projections as of 2/19/19](#)

Human Capital System

- Support of the district by providing grant funds to cover the cost of EdReflect Premium Services that include video observations.
- Support of the district by providing ADE and OCSS personnel to train in TESS/LEADS.
- Support of the district by including a staff member on the State Team for Urban Human Capital Academy. This is a professional development for enhancing Human Resources practices.
- [Professional Development of TESS/LEADS.](#)
- [Principal Support Update 1](#)

Facilities and Transportation System

- Support of the district in planning for facilities needs in the future by ADE personnel. This includes development of a plan future for bus garage operations.
- Support of the district in planning for updating of transportation fleet. The district has started a lease program for school buses.
- [Support in planning for Bus Garage needs.](#)

Stakeholder Communication/Family and Community Engagement

- No supports at this time.