



# ARKANSAS DEPARTMENT OF EDUCATION

## **Legislative Update for Little Rock School District**

State Authority

December 1, 2018 - February 28, 2019

Submitted by

Office of Coordinated Support & Service

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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 Little Rock School District (LRSD) was placed under the direction of the Commissioner of Education in January 2015 as a result of being 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.

The Elementary and Secondary Education Act (ESEA) Flexibility Waiver originally classified 7 schools in the LRSD as Priority and in the lowest 5% of schools as measured by multi-year performance of students on the state accountability assessment; 16 of the schools classified in Focus status (schools that are among the 10% of schools with the widest performance gaps between all students and the aggregate performance of students from low income families, students identified with disabilities, and English Language Learners). Targeted Achievement Gap Group (TAGG) was the term used in the Flexibility Waiver to reference this aggregated set of student populations as a whole.

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 replaced with Levels of Support as part of Act 930. The State Board of Education classified the Little Rock 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.

The three schools previously classified in Academic Distress in the Little Rock School District are Cloverdale Middle School, Henderson Middle School and Hall High School. Based on a statistical concordance process, it was determined that two high schools, J.A. Fair and McClellan, met the criteria to exit from Academic Distress status.

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 toward the exit criteria from state authority. This report seeks to fulfill that requirement for the LRSD 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. Similar beliefs prompted, Mr. Poore, Superintendent of LRSD to implement the "Achieve Team" concept. This concept is being further expanded to include feeder patterns to be involved in the decision making process. 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. I. No. 89-10, as reauthorized by the Every Student Succeeds Act of 2015, Pub. I. 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 (Links)

[Elementary Group A](#)

[Elementary Group B](#)

[Secondary Group A](#)

[Secondary Group B](#)

### District Plan of Support

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

[Quarter 2 District Support Plan Update](#)

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

The information below is the original district support plan followed by an update to the plan.

**Goal 1: To support the implementation of the PLC process in each school**

**Rationale:** LRSD was introduced to the concept of Professional Learning Communities and participated in training in 2010. Although we gained knowledge in theory, this knowledge did not translate into practice. It is our intent to support school environments that are intentional relative to the practice of using data to guide instructional decision-making.

**Measurement:** All Little Rock School District elementary and secondary schools will implement effective Professional Learning Communities by utilizing data to inform classroom instruction, professional development, differentiation, intervention groups and schoolwide decision making.

Activity	Persons Responsible	Timeline	Evidence/Outcome
Structuring our quarterly leadership sessions as collaborative team time for school leaders.	LRSD: Mr. Burton Dr. Mitchell DILT ( <i>District Instructional Leadership Team</i> )	Ongoing: Quarterly	Calendar of Quarterly Sessions Review Artifacts: agendas, sign-in sheets and minutes
School teams will meet with each other based on zoning patterns to support vertical alignment	LRSD: Mr. Burton Dr. Mitchell DILT	Ongoing: Quarterly	Calendar of Quarterly Sessions Review Artifacts: agendas, sign-in sheets and minutes
ADE will provide technical support to leaders on using TESS to provide feedback and support on the implementation of Professional Learning Communities	LRSD: DILT  ADE: TBD	Ongoing <ul style="list-style-type: none"> <li>• Aug 24 (Miller-ADE)</li> <li>• Sept. 27 (Miller-ADE)</li> <li>• Remaining TBD</li> </ul>	Review samples of principal feedback to determine additional or specific professional learning.
Building expectations of weekly collaborative team time	LRSD: Mr. Burton Dr. Mitchell	Ongoing	Agendas, Minutes, and Sign-In Sheets
Professional Learning Support			

<ul style="list-style-type: none"> <li>• PLC Training</li> <li>• TESS professional development focusing on Domain 1 Planning and Preparation</li> </ul>	LRSD: Dr. Perkins  Solution Tree  DILT	Preschool Support: July: 12,13 and 23,24,25 August: 7 September 18 & 19 October 9 & 10  Ongoing support with bi-quarterly checks	Principal feedback and observations using TESS Principals will attend Grade Level team meetings and facilitate monthly faculty and staff team meetings as part of the PLC process.
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**Goal 2: To provide tiered support to schools as they learn and implement strategies that will improve reading instruction**

**Rationale:** To ensure that every student in our district is able to read on grade level by Grade 3. To accomplish this goal, we have aligned our vision for reading with the state’s vision as articulated by R.I.S.E. (Reading Initiative for Student Excellence). The intended goals for R.I.S.E. are to (1) Sharpen the focus and strengthen instruction; (2) Create community collaboration, and (3) Build a culture of reading.

**Measurement:** All Little Rock School District elementary and secondary schools will implement effective instructional strategies and intensive interventions in order to meet the needs of individual students to achieve grade level reading readiness benchmarks.

Activity	Persons Responsible	Timeline	Evidence/Outcome
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R.I.S.E. Professional Development for Elementary Principals	LRSD: Sabrina Stout Elementary Literacy Facilitators ADE Vickie King	Ongoing: TBD	RISE Observation Protocol for Elementary Principals
ADE will provide TESS professional development on using Domain 3 Instruction equipping leaders to provide reflective feedback and support	LRSD: DILT  ADE: Sandra Hurst Brent Miller	TBD	Review samples of principal feedback to determine additional and/or specific professional learning to support growth.
Principals will receive professional development on using LEXIA data to monitor interventions for English Learners	LRSD: Dr. K. Henery DILT  LEXIA Rep	Ongoing Sept. 27, 2018	Review Artifacts from PLCs: agendas, sign-in sheets and minutes
R.I.S.E. professional development	LRSD: Sabrina Stout Elementary Literacy Facilitators ADE Vickie King	Ongoing— August 6 and 7  TBD	Focus Walks by Elementary Literacy Team and DILT

Technical Support for Literacy Instructional Facilitators	LRSD: Sabrina Stout ADE Vickie King	Ongoing—	Monitoring Effective use of R.I.S.E. Protocol
TESS professional development on Domain 3 Instruction	LRSD: DILT  ADE: Sandra Hurst Brent Miller	TBD	Review samples of principal feedback to determine additional and/or specific professional learning to support growth.
Orton Gillingham professional development for elementary and secondary teachers	LRSD: Sabrina Stout  Partner: Institute for Multi-Sensory Education (IMSE)	Ongoing – Multiple dates for training	Review Artifacts from PLCs: agendas, sign-in sheets and minutes.  Use protocol for Focus Walks by Literacy Teams and DILT
Professional Development for Secondary literacy leaders for newly adopted textbook and materials	LRSD: Beverly Broadnax-Thra sher Sec. Literacy Facilitators Partner: Pearson	Ongoing August 7 <sup>th</sup> October 15 <sup>th</sup> TBD	Secondary Literacy Team will provide the Observation Protocol for Secondary Principals

Professional Development for Secondary Literacy Teachers	LRSD: Beverly Broadnax-Thra sher Sec. Literacy Facilitators Partner: Pearson	Ongoing August(School Based Training) October(School Based Training) TBD	A schedule for focused school monitoring for the secondary schools will be prepared by the Secondary Lead Teacher and secondary literacy facilitators along with selected DILT members will monitor schools.  Determine quarterly the percentage of secondary literacy teachers who are implementing the new adoption through lesson plans and observations
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**Goal 3: To implement data based decision making systems used to progress monitor all students to ensure immediate and appropriate instructional support or enhancement**

**Rationale:** The concept of Data Based Decision Making is not new to LRSD. Over the years, we have participated in various trainings relative to using data to make instructional decisions. However, many of our schools continue to struggle with using data to *facilitate instruction that will ensure that all students receive the appropriate support as soon as possible for them to master what they need to know and or be able to do.*

**Measurement:** All Little Rock School District elementary and secondary schools will implement an effective assessment system to increase the percentage of students meeting the readiness benchmark.

Activity	Persons Responsible	Timeline	Evidence/Outcome
Professional Development on use of My School Info and Student GPS	LRSD: Testing and Evaluation Dept.  ADE: Daniel Collier	Preschool Support: July: 12,13 and 23,24,25 August: 7 December 6	PLC Artifacts: Agendas and Minutes  Leadership Team Artifacts: Agendas and Minutes
Root Cause Analysis Professional Development during Leadership Institute	LRSD: Testing and Evaluation Dept.	Preschool Support: July: 23, 24, 25	Quarterly Agenda item for leadership PLCs where school teams share problems identified or addressed using RCA.  Evidence: Leadership Team Artifacts: Agendas and Minutes
District level teacher/administrator training	LRSD: Testing and Evaluation  Partner: NWEA	August 29 <sup>th</sup> and 30 <sup>th</sup> :	Evidence that District Test Coordinators (Trainers) are providing building level professional development of staff (NWEA). Review Artifacts: Agendas and Sign-in Sheets

In-district follow-up training will be offered to support schools as they begin to set up tests and prepare to administer the test.	LRSD: Testing and Evaluation Dept.	September 10 <sup>th</sup> from 4-6 p.m.:	Artifacts: agendas and sign-in sheets
District level teacher/administrator training/support following our first interim assessment administration focused on the various reports and next steps.	LRSD: Testing and Evaluation Dept.  Partner: NWEA	October: TBD	Review Artifacts: agendas, sign-in sheets and minutes
ADE will provide professional development on a Data Based Decision Making tool (i.e., Judy Elliot).	LRSD: Dr. E. McCarroll ADE: Tia Frazier	Ongoing TBD	Review Artifacts: agendas, sign-in sheets and minutes
Teams will provide professional development for teachers on a Data Based Decision Making tool.	LRSD Literacy Team Math Team	Ongoing TBD	Review of Artifacts: Agendas, Sign-in Sheets and minutes from PLCs.
Support implementation of campaign to reduce chronic absenteeism	LRSD: Dr. McCarroll DILT  Partners: United Way	Ongoing August 29th	School Campaigns Review Attendance Data

	Arkansas Campaign for Grade Level Reading		
Support implementation of Restorative Justice Practices addressing both adult and student behaviors.	LRSD: Dr. Fields  Partner:	Ongoing TBD	Agenda Items from PLCs

**Goal 4: To function as a High Performing District by improving systems and operational functions**

**Rationale:** Our responsibility to our stakeholders is to leverage our resources to deliver services as a high reliability school district.

**Measurement:** Little Rock School District leaders will implement strategic use of resources and substantial responsibility to focus on all operational activities within the school system (relative to Activities 1, 2, 3).

Activity	Persons Responsible	Timeline	Evidence/Outcome
Long range Facility planning	LRSD Superintendent Poore  Partner ADE Commissioner Key	Ongoing August 27 <sup>th</sup>	Sharing Information with Stakeholder (Electronic Formats) Town Hall Meetings Focus Groups Surveys

	State Superintendent Dr. Hernandez		
Professional Development will be provided to Human Resources relative to Talent Ed (i.e., on-boarding and applicant tracking)	LRSD Mr. Robinson  Partner: Talent Ed	Ongoing TBD	Artifacts from Training, agendas and sign-in sheets
Targeted Support Needed for building Master Schedules through eSchool and/or use of other state tools.	LRSD Mr. Burton Dr. Mitchell  ADE TBD	Ongoing TBD	Artifacts from Training, agendas and sign-in sheets
Gain assistance from ADE with the transition from 1003a funds to 1003 funds under ESSA. Assistance with effective use of 1003 planning grant.	ADE	TBD	TBD

## 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 funding and staff to implement a literacy focus through SPDG.
- Support of the district by providing Student GPS training to staff.
- Support of the district by providing R.I.S.E. Training
- Support of the district by providing StudentGPS Training.
- Support of the district in developing monitoring of the district for district support plan.
- Identification of CSI and ATS Schools.
- Support in providing Science PD for 3rd-5th grade LRSD teachers.
- Support in ESSA PD Planning.
- **Support with the district 1003 Application**
- **Training on Depth of Knowledge, Formative Assessment, PLCs**
- **District Level meeting on 2nd Semester Supports**
- **Digital Sandbox and Student GPS training**
- **RISE Support**
- **RISE Support Update 2**
- **OCSS Monthly Report**
- **LRSD Exit Criteria Presentation**
- **RISE Support Update 3**
- **Forest Park Elementary Student GPS Training**
- **LRSD Dyslexia Audit**

### Student Support System

- **SPDG Support**
- **LRSD SPED Monitoring Report**



### District Operations and Fiscal Governance System

- Support of the district by providing ADE personnel to assist the district in revising current board policies to align with ASBA Model policies.
- Support of the district by providing ADE personnel to support the district with implementation of eFinance and aligning expectations concerning budgeting practices between LRSD and ADE.
- Support to the district with the implementation and troubleshooting of eSchool and integration of 3rd-party registration software.
- Support with Attendance Codes for Reclaiming Scholars Program at Tendaji
- Support in planning and negotiations related to the Professional Negotiated Agreement.
- Unrestricted fund projections as of 11/19/18
- **Digital Sandbox Support**
- **Unrestricted fund projections as of 2/27/19**

### Human Capital System

- Support to the district by providing ADE personnel to meet with LRSD and UALR to look at a licensure program for City Year staff.
- 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.
- Support of the district by providing grant funds to provide professional development through Human Capital Academy for up to four staff members.
- Support of the district by providing ADE and OCSS personnel to train in TESS/LEADS.
- Met with LRSD Team and Urban Human Capital Academy Team Members to discuss support options.
- Support with Little Rock Teacher Pathways Partnership.
- Support in sending LRSD Team to Human Capital Academy for districts.
- **Equity Lab Training**
- **TESS Handbook Support**

### Facilities and Transportation System

- Support of the district with long range facility planning.

### Stakeholder Communication/Family and Community Engagement

- **Junior League of Little Rock Meeting**