



Division of Elementary and Secondary Education

Transforming Arkansas to lead the nation in student-focused education

11/16/2022

Charles McNulty, Superintendent
Pulaski County Special School District
925 East Dixon
Little Rock, AR 72206

Dear Superintendent McNulty:

This letter is a notification of your district and school(s) state and/or federal accountability status. The following information explains the accountability statuses and the measures provided by the Arkansas Division of Elementary and Secondary Education (DESE).

Since Arkansas did not test in the Spring of 2020, all federal accountability identification was shifted forward by one year per the [Revised Addendum to the Approved Arkansas ESSA plan approved August 20, 2021](#)

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2022 Participation

(State Accountability) Per the [DESE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts \(Standard 1-C.1.1\)](#) **Each public school shall assess at least 95% of its students on the annual statewide summative student assessment (S/C).**

(Federal Accountability) If a school does not meet the 95% participation requirement for all students, or for any subgroup of students, 95% will be used for the denominator for purposes of measuring, calculating, and reporting. All calculations will be conducted both for the all students group and for each student group meeting minimum group size requirements (N=15).

According to the post appeals annual statewide student assessment data, the following schools have failed to assess at least 95% of its students in ELA and/or math in 2022:

Participation Rate by School

School Name	Subgroup	Percent Tested ELA 2022	Percent Tested Math 2022
Chenal Elementary School - 6003150	Students with Disabilities	94.29	94.29
Driven Virtual Academy - 6003703	All Students	85.92	88.6
Driven Virtual Academy - 6003703	African American	83.94	88.14
Driven Virtual Academy - 6003703	Hispanic/Latino	80	80
Driven Virtual Academy - 6003703	White	91.67	92.71
Driven Virtual Academy - 6003703	Economically Disadvantaged	86.27	89.76
Driven Virtual Academy - 6003703	English Learner	84.62	84.62
Driven Virtual Academy - 6003703	Students with Disabilities	84.13	85.71
Joe T. Robinson High School - 6003127	All Students	86.54	92.05
Joe T. Robinson High School - 6003127	African American	85.09	92.98
Joe T. Robinson High School - 6003127	Hispanic/Latino	90	90
Joe T. Robinson High School - 6003127	White	86.15	91.33
Joe T. Robinson High School - 6003127	Economically Disadvantaged	89.12	93.26
Joe T. Robinson High School - 6003127	English Learner	90	90



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Joe T. Robinson High School - 6003127	Students with Disabilities	87.76	93.88
Sylvan Hills High School - 6003128	Economically Disadvantaged	95.35	94.7
Sylvan Hills High School - 6003128	Students with Disabilities	94.12	94.29
Sylvan Hills Middle School - 6003122	All Students	94.39	97.35
Sylvan Hills Middle School - 6003122	African American	93.86	97.46
Sylvan Hills Middle School - 6003122	Hispanic/Latino	94.05	95.24
Sylvan Hills Middle School - 6003122	White	94.59	97.43
Sylvan Hills Middle School - 6003122	Economically Disadvantaged	94	97.19
Sylvan Hills Middle School - 6003122	English Learner	93.48	100
Sylvan Hills Middle School - 6003122	Students with Disabilities	91.16	95.24



Participation Plan of Support

For schools that do not meet the 95% participation requirement for two or more consecutive years, DESE will require each school to submit a plan that includes strategies for meeting participation requirements. **The DESE School Performance Unit will contact the district to develop the plan of support.** For schools that do not meet the participation requirement for multiple years or that do not show sustained improvement in meeting the 95% participation rate, DESE will implement additional actions and interventions as appropriate (ESEA section 1111(c)(4)(E)(iii)).

Schools & Subgroups

Data Expectation: 95% Tested							
School Name	Subgroup	2022 ELA	2022 Math	2021 ELA	2021 Math	2019 ELA	2019 Math
Driven Virtual Academy - 6003703	All Students	85.92	88.6				
Joe T. Robinson High School - 6003127	All Students	86.54	92.05	87.22	93.86	98.19	98.19
Joe T. Robinson High School - 6003127	African American	85.09	92.98	84.67	91.33	97.64	98.43
Joe T. Robinson High School - 6003127	Hispanic/Latino	90	90	88.24	94.12	96.15	96.15
Joe T. Robinson High School - 6003127	White	86.15	91.33	88.15	95.26	98.8	98.19
Joe T. Robinson High School - 6003127	Economically Disadvantaged	89.12	93.26	86.67	90.48	96.75	96.75
Joe T. Robinson High School - 6003127	English Learner	90	90	86.67	96.67	100	100
Joe T. Robinson High School - 6003127	Students with Disabilities	87.76	93.88	79.63	92.59	95	95
Sylvan Hills High School - 6003128	Economically Disadvantaged	95.35	94.7	91.67	93.86	98.5	98
Sylvan Hills High School - 6003128	Students with Disabilities	94.12	94.29	90.7	90.8	98.96	96.88
Sylvan Hills Middle School - 6003122	All Students	94.39	97.35	92	94.94	99.38	99.38
Sylvan Hills Middle School - 6003122	African American	93.86	97.46	91.76	94.24	99.03	99.22
Sylvan Hills Middle School - 6003122	Hispanic/Latino	94.05	95.24	92.31	94.87	100	98.65
Sylvan Hills Middle School - 6003122	White	94.59	97.43	93.36	96.45	99.59	99.59
Sylvan Hills Middle School - 6003122	Economically Disadvantaged	94	97.19	90.04	92.57	99.37	99.21



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Sylvan Hills Middle School - 6003122	English Learner	93.48	100	92.16	94.12	100	97.78
Sylvan Hills Middle School - 6003122	Students with Disabilities	91.16	95.24	88.03	90.14	97.95	98.63

Participation Plan of Support from DESE

The DESE School Performance Team will coordinate with regional education service cooperatives to support districts. Please contact Tiffani Grayer for additional support.

Tiffani Grayer, Coordinator of School Performance and Monitoring
Office of Public School Accountability
Arkansas Division of Elementary and Secondary
Four Capitol Mall, Mail Slot #26
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Coordinated Support for Reading

Per Ark. Code Ann. § 6-15-2913, DESE shall provide Coordinated Support to a public school district where at least forty percent (40%) but less than fifty percent (50%) of the public school district's students score "in need of support" on the state's prior year summative assessment for reading.

2021-2022 Percent of Students Scoring "in need of support" in Reading by District

District Name	% Scoring "in need of support" in Reading 2022
Pulaski County Special School District - 6003000	40.87

The complete [ACT Aspire Summary Post Appeals data file](#) is available on the DESE website.

District Support Plan

In partnership with stakeholders, including the district's education service cooperative (ESC) and DESE, the district shall review the school district support plan and make necessary revisions to ensure a continuous inquiry cycle (plan, do, check) is utilized for improvement.

Specifically, the school district support plan must contain a literacy plan that includes:

- goals for improving reading achievement throughout the public school district; and
- information regarding the prioritization of funding, including, without limitation, enhanced student achievement state categorical funds received under Ark. Code Ann. § 6-20-2035 for strategies to improve reading achievement throughout the public school district.

DESE must approve district support plans for districts receiving Coordinated Support. The district should complete the district support plan in Indistar for approval by DESE. The district may copy and paste the district support plan in Indistar under **complete forms > District Support Plan (SY22-23)**. Please note that district support plans were due September 1. Based on this data, the district may update/revise the district support plan. Please send an email to your [DESE District Support Specialist](#) if changes or revisions are made to the district's approved plan.

Required Monitoring

The district must monitor its schools and implement additional actions as needed for successful implementation. DESE is required to monitor the district's progress and school support periodically.



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Coordinated Support from DESE

The [DESE District Support Team](#) will coordinate with regional education service cooperatives to support districts. Please contact Jayne Green for additional support.

Jayne Green, Coordinator of Federal Programs

Public School Accountability

Arkansas Department of Education

Four Capitol Mall, Mail Slot #26

Little Rock, AR 72201

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Comprehensive Support and Improvement (CSI) (All Students Performance)

This section is a notification of the **Every Student Succeeds Act (ESSA)** accountability progress of schools *in need of comprehensive support and improvement (CSI)*. The following information provides the district with information on the identification process, exit criteria, and the schools’ progress toward meeting the exit criteria. Arkansas identified schools in need of comprehensive support and improvement (CSI) based on data from 2021-2022 and will identify schools every three years thereafter (ESEA section 1111(c)(4)(D)).

Identification of Schools in Need of CSI

The following process was used to determine which schools would be identified as in need of comprehensive support and improvement. Schools were assigned to a grade span based on the school’s grade configuration. Schools receiving Title I, Part A funds were then ranked by the ESSA School Index score within their respective grade span. Schools receiving Title I, Part A funds with ESSA School Index scores at or below the ESSA School Index score of the lowest five percent in each grade span were identified as in need of comprehensive support and improvement.

The following schools are identified as in need of Comprehensive Support and Improvement (CSI) (All Students Performance) :

All Students ESSA Cycle II (2021-2022 through 2024-2025)

Grade Span	Met Exit Criteria (yes/no)	2022 ESSA Index 5% Exit Value	2022 ESSA School Index score
Harris Elementary School - 6003102			
Elementary	NA*	52.81	52.63

NA*: Not Applicable - 2022 is ID Year.

Exit Criteria

Identified schools must demonstrate continued progress by exhibiting an upward trend on the ESSA School Index for two or more years and meet or exceed the 2022 ESSA School Index score five percent cut line that initially led to the CSI identification to exit CSI.

School-level Improvement Plan

In partnership with stakeholders, the district shall review the school-level improvement plan(s) for all identified schools and make necessary revisions to ensure a continuous cycle of inquiry



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(plan, do, check) is utilized. The school-level improvement plan must:

- (Plan) Include goals or anticipated outcomes based on the school-level needs assessments, which includes information on student performance on all ESSA School Index indicators for the identified subgroup of students, as well as additional data and information collected locally to inform the needs of these students;
- (Plan) Include student supports and evidence-based interventions to address identified needs;
- (Plan) Identify the professional learning necessary for the adults to deliver the evidence-based interventions effectively;
- (Plan) Identify resource inequities to be addressed through the implementation of the plan;
- (Plan) Include a literacy plan that includes a curriculum program and professional development program aligned with the literacy needs and science of reading;
- (Do) Identify the monitoring timeline expectations for implementation;
- (Check) Identify the evaluation timeline and goals or outcomes to be met; and
- Be approved by the district before implementation.

Required Monitoring

The district must monitor the school-level improvement plan(s) and implement additional actions as needed for successful implementation. The Arkansas Division of Elementary and Secondary Education (DESE) is required to monitor the school progress and district support periodically.

More information about the [Arkansas ESSA plan](#) is available on the website.



Comprehensive Support and Improvement - Additional Targeted Support and Improvement (CSI - ATSI) (Subgroup Performance)

This section is a notification of the **Every Student Succeeds Act (ESSA)** accountability progress of schools in need of comprehensive support and improvement (CSI). The following information provides the district with information on the identification process, exit criteria, and the schools’ progress toward meeting the exit criteria. Arkansas identified schools in need of comprehensive support and improvement (CSI) based on data from 2021-2022 and will identify schools every three years thereafter (ESEA section 1111(c)(4)(D)).

Identification of Schools in Need of CSI:

The following process was used to determine which schools would be identified as in need of comprehensive support and improvement. Schools were assigned to a grade span based on the school’s grade configuration. Schools receiving Title I, Part A funds were then ranked by the ESSA School Index score within their respective grade span. Beginning in the 2022-2023 school year and every three years thereafter, Arkansas will identify schools that previously received additional targeted support not meeting exit criteria as schools in need of Comprehensive Support and Improvement as per ESEA section 1111(c)(4)(D)(i)(I).

The following schools are identified as in need of Comprehensive Support and Improvement - Additional Targeted Support (CSI - ATSI):

All Students ESSA Cycle II (2021-2022 through 2024-2025)

Grade Span	Met Exit Criteria (yes/no)	2022 ESSA Index 5% Exit Value	2022 ESSA School Index score
Clinton Elementary School - 6003095			
Elementary	NA*	52.81	58.16
Harris Elementary School - 6003102			
Elementary	NA*	52.81	52.63
Lawson Elementary School - 6003105			
Elementary	NA*	52.81	64.04
Joe T. Robinson Middle School - 6003143			
Middle School	NA*	53.01	71.68
Sylvan Hills Middle School - 6003122			
Middle School	NA*	53.01	66.03

NA*: Not Applicable - 2022 is ID Year.

As reflected in the ESSA Cycle I table below, the above named school(s) did not meet ATSI exit criteria and thus will advance into CSI-ATSI for ESSA Cycle II support.

Subgroup ESSA Cycle I ((2017-2018 through 2021-2022))



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Subgroup of Students	Exit Status Met Exit Criteria (yes/no)	Exit Criteria 2018 ESSA Index 5% Exit Value	Identification Data			
			2022 ESSA School Index score	2021 ESSA School Index score	2019 ESSA School Index score	2018 ESSA School Index score
Clinton Elementary School - 6003095						
Students with Disabilities	No	57.48	50.75	49.51	50.85	52.54
Harris Elementary School - 6003102						
Students with Disabilities	No	57.48	44.68	37.79	60.25	51.04
Lawson Elementary School - 6003105						
Students with Disabilities	No	57.48	52.79	48.04	56.08	53.26
Sylvan Hills Elementary School - 6003113						
Students with Disabilities	Yes	57.48	58.49	49.81	53.89	51.47
Joe T. Robinson Middle School - 6003143						
Students with Disabilities	No	55.5	49.44	51.78	49.67	50.54
Sylvan Hills Middle School - 6003122						
Students with Disabilities	No	55.5	49.59	47.22	46.23	47.64

Exit Criteria

Identified schools must demonstrate continued progress by exhibiting an upward trend on the ESSA School Index for two or more years and meet or exceed the ESSA School Index score five percent cut line that initially led to the identification to exit MRI - CSI.

School-level Improvement Plan

In partnership with stakeholders, the district shall review the school-level improvement plan(s) for all identified schools and make necessary revisions to ensure a continuous cycle of inquiry (plan, do, check) is utilized. The school-level improvement plan must:

- (Plan) Include goals or anticipated outcomes based on the school-level needs assessments, which includes information on student performance on all ESSA School Index indicators for the identified subgroup of students, as well as additional data and information collected locally to inform the needs of these students;
- (Plan) Include student supports and evidence-based interventions to address identified needs;
- (Plan) Identify the professional learning necessary for the adults to deliver the evidence-



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based interventions effectively;

- (Plan) Identify resource inequities to be addressed through the implementation of the plan;
- (Plan) Include a literacy plan that includes a curriculum program and professional development program aligned with the literacy needs and science of reading;
- (Do) Identify the monitoring timeline expectations for implementation;
- (Check) Identify the evaluation timeline and goals or outcomes to be met; and
- Be approved by the district before implementation.

Required Monitoring

The district must monitor the school-level improvement plan(s) and implement additional actions as needed for successful implementation. The Arkansas Division of Elementary and Secondary Education (DESE) is required to monitor the school progress and district support periodically.

More information about the [Arkansas ESSA plan](#) is available on the website.

Respectfully,

Tiffani Grayer

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