



## **AGENDA**

### **STATE BOARD OF EDUCATION**

October 14, 2014

Arkansas Department of Education

ADE Auditorium

1:00 PM

[Back](#)  [Print](#)

### **Work Session**

#### **W-1 Review Data and Information Pertaining to the Academic Distress Schools in the Little Rock School District**

*The State Board of Education classified Schools in Academic Distress on July 10, 2014. The Special Committee on Academic Distress will review the schools classified as Academic Distress Schools in the Little Rock School District.*

**Presenter:** Vicki Saviers, Chair

**2011-2013 Three Year Proficiency for Arkansas Schools (49.5% or less)**

District Number	District Name	School Number	School Name	Three Year %Prof/Adv	School Year 2012-13 Priority/Focus	School Year 2010-11 %Prof/Adv	School Year 2011-12 %Prof/Adv	School Year 2012-13 %Prof/Adv
7401000	AUGUSTA SCHOOL DISTRICT	7401003	AUGUSTA HIGH SCHOOL	43.428%	Priority	36.2	46.8	47.2
4702000	BLYTHEVILLE SCHOOL DISTRICT	4702706	BLYTHEVILLE HIGH SCHOOL NEW TECH	47.744%	Focus	54.8	48.1	40.7
6044700	COVENANTKEEPERS CHARTER	6044702	COVENANT KEEPERS CHARTER	46.965%	Priority	42.9	50.4	46.9
3502000	DOLLARWAY SCHOOL DISTRICT	3502010	DOLLARWAY HIGH SCHOOL	28.481%	Priority	30.1	28.4	26.8
2002000	FORDYCE SCHOOL DISTRICT	2002007	FORDYCE HIGH SCHOOL	43.640%	Focus	35.4	48.8	48.5
6201000	FORREST CITY SCHOOL DISTRICT	6201011	FORREST CITY HIGH SCHOOL	44.728%	Priority	44.3	51.9	37.9
6201000	FORREST CITY SCHOOL DISTRICT	6201010	FORREST CITY JR. HIGH	46.154%	Priority	38.6	50.1	50.2
6201000	FORREST CITY SCHOOL DISTRICT	6201702	LINCOLN ACADEMY OF EXCELLENCE	47.519%	Focus	50.2	47.6	44.7
5403000	HELENA/ W.HELENA SCHOOL	5403019	CENTRAL HIGH SCHOOL	43.625%	Priority	43.4	36.9	46.6
6001000	LITTLE ROCK SCHOOL DISTRICT	6001052	BASELINE ELEMENTARY SCHOOL	48.251%	Priority	50	52.1	42.9
6001000	LITTLE ROCK SCHOOL DISTRICT	6001702	CLOVERDALE AEROSPACE TECH CHAR	41.470%	Priority	39.3	44.1	40.9
6001000	LITTLE ROCK SCHOOL DISTRICT	6001002	HALL HIGH SCHOOL	40.642%	Priority	40.6	41.8	39.9
6001000	LITTLE ROCK SCHOOL DISTRICT	6001013	HENDERSON MIDDLE SCHOOL	46.049%	Priority	43.4	52.9	42
6001000	LITTLE ROCK SCHOOL DISTRICT	6001063	J.A. FAIR HIGH SCHOOL	43.304%	Priority	39.1	49.5	42.1
6001000	LITTLE ROCK SCHOOL DISTRICT	6001064	MCCLELLAN MAGNET HIGH SCHOOL	40.748%	Priority	39.2	39.9	43.4
5404000	MARVELL-ELAINE SCHOOL DISTRICT	5404032	MARVELL-ELAINE HIGH SCHOOL	48.974%		37.9	57.5	52.4
4713000	OSCEOLA SCHOOL DISTRICT	4713051	OSCEOLA HIGH SCHOOL	47.043%	Priority	36.6	49.8	55.2
3505000	PINE BLUFF SCHOOL DISTRICT	3505025	BELAIR MIDDLE SCHOOL	48.302%	Priority	47.8	53.2	43.4
3505000	PINE BLUFF SCHOOL DISTRICT	3505034	OAK PARK ELEMENTARY SCHOOL	46.429%	Priority	43.1	48.1	48.1
3505000	PINE BLUFF SCHOOL DISTRICT	3505042	PINE BLUFF HIGH SCHOOL	37.380%	Priority	37.7	43.7	31.7
6003000	PULASKI CO. SPEC. SCHOOL DISTRICT	6003102	HARRIS ELEMENTARY SCHOOL	48.790%	Priority	44.9	48.1	54.3
6003000	PULASKI CO. SPEC. SCHOOL DISTRICT	6003123	JACKSONVILLE HIGH SCHOOL	46.877%	Priority	38.6	46.6	58.1
6003000	PULASKI CO. SPEC. SCHOOL DISTRICT	6003125	WILBUR D. MILLS HIGH SCHOOL	45.017%	Priority	41.2	51.9	42.1
5206000	STEPHENS SCHOOL DISTRICT	5206033	STEPHENS HIGH SCHOOL	44.603%	Priority	38.6	47.7	47.7
7009000	STRONG-HUTTIG SCHOOL DISTRICT	7009049	STRONG HIGH SCHOOL	41.667%	Priority	40.2	41.4	43.6
3509000	WATSON CHAPEL SCHOOL DISTRICT	3509067	WATSON CHAPEL HIGH SCHOOL	47.109%	Focus	49.9	47.6	43.7

Proficiency is 49.5% or less using the calculation: (number of students proficient or advanced for math in the last three years + number of students proficient or advanced for literacy in the last three years) / (the number of math and literacy tests in the last three years)



# ARKANSAS DEPARTMENT OF EDUCATION

**Tony Wood**  
*Commissioner*

September 29, 2014

**State Board  
of Education**

Dear \_\_\_\_\_,  
Superintendent of \_\_\_\_\_ School District

**Sam Ledbetter**  
*Little Rock  
Chair*

**Toyce Newton**  
*Crossett  
Vice Chair*

**Dr. Jay Barth**  
*Little Rock*

**Joe Black**  
*Newport*

**Kim Davis**  
*Fayetteville*

**Alice Mahony**  
*El Dorado*

**Mireya Reith**  
*Fayetteville*

**Vicki Saviers**  
*Little Rock*

**Diane Zook**  
*Melbourne*

As you are aware, your district has a school (or schools) identified to be in "Academic Distress" per the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program, Revised September 2014.

Section 10 of the Arkansas Department of Education Rules Governing the Academic Distress Program required a team of educators evaluate the public school's need for technical assistance and make written recommendations to the public school and the public school district. Attached is the set of recommendations developed from required data review in combination with an onsite review.

The recommendations are not intended to be a list of activities for compliance implementation, but rather guidance to strengthen key processes of school improvement. In addition to the recommendations, the School Improvement Unit of the Public School Accountability Division of the Arkansas Department of Education has been assigned to provide technical assistance and or to broker Department expertise as resources to provide technical assistance to the school and district.

A copy of the recommendations will be posted to the October 10, 2014, State Board of Education public meeting agenda. The meeting will begin at 9 a. m. and the recommendations will be discussed with the State Board. Questions may be asked at this meeting that the Superintendent and or School Leader might want to respond to as it relates to present plans of action being taken to move a school or district out of the classification of "Academic Distress".

If you have questions or would like further clarification related to the recommendations, please do not hesitate to contact Dr. Richard Wilde at 501-683-3434.

Respectfully submitted,

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
ArkansasEd.org

M. Annette Barnes, Assistant Commissioner  
Public School Accountability

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 11/03/2011

## District and School Information

District:	LITTLE ROCK SCHOOL DISTRICT	School:	BASELINE ELEMENTARY SCHOOL
LEA:	6001	LEA:	6001052
Superintendent:	MORRIS HOLMES	Principal:	ELEANOR COX-WOODLEY
Address:	810 W. MARKHAM ST	Address:	3623 BASELINE RD.
City:	LITTLE ROCK, AR 72201	County:	PULASKI
Phone:	501-447-1002	Phone:	501-447-3700

## Overall School AYP Information

2011 AYP Status: Whole School Intensive Improvement (WSII-4)

Met Standards for Mathematics:	NO	Overall Math Status:	SI_3
Met Standards for Literacy:	NO	Overall Literacy Status:	SI_4
Met Standards for Attendance:	YES	Overall Attend Status:	MS

Prior Year AYP Status: Whole School Improvement (WSI-A-3)

AYP Group:	K - 5	Attendance Goal:	91.13%	Smart Accountability Index:	10%
Grade Range:	P - 5	Met Attendance Goal:	YES	Number of Groups Met AYP:	1
Minimum N*:	40	Qtrs. 1-3 Average ADM:	266.17	Number of Groups $\geq$ 40:	10

## Summary of Subgroup Adequate Yearly Progress for 2011

	Math		Literacy			Math	Literacy
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth
<b>Combined</b>	No	No	No	No		No	No
<b>African American</b>	No	Yes	No	No		No	No
<b>Hispanic</b>	No	No	No	No		No	No
<b>Caucasian</b>	NA	NA	NA	NA		NA	NA
<b>Economically Disadvantaged</b>	No	No	No	No		No	No
<b>LEP</b>	No	No	No	No		No	No
<b>Students with a Disability</b>	NA	NA	NA	NA		NA	NA

## Percent Tested Results for Overall and Subgroups

	Combined	African American	Caucasian	Hispanic	Economically Disadvantaged	LEP	Students with a Disability
LITERACY	YES	YES	YES	YES	YES	YES	YES
MATH	YES	YES	YES	YES	YES	YES	YES

\*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT  
 BASELINE ELEMENTARY SCHOOL  
 Math AMO: 77.50

Report Completed: 11/03/2011  
 AYP Status: Whole School Intensive Improvement (WSII-4)  
 Literacy AMO: 78.40

## SUB-GROUP AYP STATUS

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
<b>COMBINED POPULATION</b>								
# Proficient	53	38	58	58	58	48	169	144
# Attempted	114	113	116	116	106	106	336	335
% Proficient	46.5	33.6	50	50	54.7	45.3	50.3	43
AYP Status	MS	SI_2	A	SI_M	SI_1	SI_3	SI_1	SI_3
<b>AFRICAN-AMERICAN POPULATION</b>								
# Proficient	29	21	35	38	34	29	98	88
# Attempted	68	68	71	71	58	58	197	197
% Proficient	42.6	30.9	49.3	53.5	58.6	50	49.7	44.7
AYP Status	SI_1	SI_1	SI_M	SI_M	SI_M	SI_2	SI_M	SI_2
<b>HISPANIC POPULATION</b>								
# Proficient	20	13	23	19	22	17	65	49
# Attempted	40	39	44	44	45	45	129	128
% Proficient	50	33.3	52.3	43.2	48.9	37.8	50.4	38.3
AYP Status	MS	NA	A	MS	SI_1	A	SI_1	A
<b>CAUCASIAN POPULATION</b>								
# Proficient	3	2	0	1	2	2	5	5
# Attempted	4	4	1	1	3	3	8	8
% Proficient	75	50	0	100	66.7	66.7	62.5	62.5
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>ECONOMICALLY DISADVANTAGED POPULATION</b>								
# Proficient	51	36	58	58	54	45	163	139
# Attempted	111	110	116	116	102	102	329	328
% Proficient	45.9	32.7	50	50	52.9	44.1	49.5	42.4
AYP Status	MS	SI_2	A	SI_M	SI_1	SI_3	SI_1	SI_3
<b>LIMITED ENGLISH PROFICIENT POPULATION</b>								
# Proficient	19	12	22	18	21	16	62	46
# Attempted	39	38	43	43	44	44	126	125
% Proficient	48.7	31.6	51.2	41.9	47.7	36.4	49.2	36.8
AYP Status	NA	NA	A	MS	SI_1	A	SI_1	A
<b>STUDENTS WITH DISABILITIES</b>								
# Proficient	2	5	4	4	5	4	11	13
# Attempted	11	11	12	12	12	12	35	35
% Proficient	18.2	45.5	33.3	33.3	41.7	33.3	31.4	37.1
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT  
 BASELINE ELEMENTARY SCHOOL  
 Math AMO: 77.50

Report Completed: 11/03/2011  
 AYP Status: Whole School Intensive Improvement (WSII-4)  
 Literacy AMO: 78.40

In order to be eligible for Safe Harbor (SH), eligibility must be met for:  
 Percent Tested (95.0%), Attendance Rate (91.13%) and Proficiency Change 10-11

## COMBINED POPULATION

	Math Eligible?	Literacy Eligible?
Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( 4.7)	NO( -4.7)
2010-2011 AYP STATUS	SI_1	SI_3

## AFRICAN-AMERICAN POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	YES	NO( -3.5)
2010-2011 AYP STATUS	SI_M(SH)	SI_2

## HISPANIC POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( -3.4)	NO( -5.4)
2010-2011 AYP STATUS	SI_1	A

## CAUCASIAN POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	YES	NO(-33.3)
2010-2011 AYP STATUS	NA	NA

## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( 2.9)	NO( -5.9)
2010-2011 AYP STATUS	SI_1	SI_3

## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( -3.4)	NO( -5.5)
2010-2011 AYP STATUS	SI_1	A

## STUDENTS WITH DISABILITIES

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	YES	NO( 0.0)
2010-2011 AYP STATUS	NA	NA

\* (SH) indicates that Safe Harbor has been applied to status determination.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT  
 BASELINE ELEMENTARY SCHOOL  
 Math AMO: 77.50

Report Completed: 11/03/2011  
 AYP Status: Whole School Intensive Improvement (WSII-4)  
 Literacy AMO: 78.40

## SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

### Math

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	106	58	54.7	7	61.3	No
Af.Amer.	58	34	58.6	6	69	No
Hispanic	45	22	48.9	1	51.1	No
Caucasian	3	2	66.7	NA	66.7	NA
Econ.Dis.	102	54	52.9	7	59.8	No
LEP	44	21	47.7	1	50	No
Stud.Dis.	12	5	41.7	2	58.3	NA

### Literacy

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	106	48	45.3	8	52.8	No
Af.Amer.	58	29	50	5	58.6	No
Hispanic	45	17	37.8	3	44.4	No
Caucasian	3	2	66.7	NA	66.7	NA
Econ.Dis.	102	45	44.1	8	52	No
LEP	44	16	36.4	3	43.2	No
Stud.Dis.	12	4	33.3	1	41.7	NA

\*Note 1: The number of below proficient students who met their growth increment is added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

\*\*Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

\*\*\*Note 3: For schools with grades 4-8 students NA indicates that no students who were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

## ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	250.80	250.58	251.07	250.82
Average Daily Membership:	260.80	265.48	272.23	266.17

## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: LITTLE ROCK SCHOOL DISTRICT	Superintendent: MORRIS HOLMES
School: <b>BASELINE ELEMENTARY SCHOOL</b>	Principal: ELEANOR COX
LEA: 6001052	Grades: P - 05
Address: 3623 BASELINE RD.	Enrollment: 304
LITTLE ROCK, AR 72209	Attendance Rate: 95.11% (3 QTR AVG)
Phone: 501-447-3700	Poverty Rate: 97.37%

### Needs Improvement Priority School

#### Achieving School Percent Tested

	# Expected Literacy	Literacy	# Expected Math	Math
All Students	131	YES	131	YES
Targeted Achievement Gap Group	129	YES	129	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	76	YES	76	YES
Hispanic	47	YES	47	YES
White	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	127	YES	127	YES
English Learners	44	YES	44	YES
Students with Disabilities	21	YES	21	YES

#### Achieving School in Literacy

	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	118	53.39	49.84	76	68.42	63.04
Targeted Achievement Gap Group	116	52.59	49.27	74	67.57	61.80
	Three Year Performance			Three Year Growth		
All Students	340	49.71	49.84	205	67.32	63.04
Targeted Achievement Gap Group	335	49.25	49.27	201	66.67	61.80
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	67	55.22	54.17	39	74.36	64.95
Hispanic	46	50.00	42.97	34	61.76	57.70
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	115	52.17	48.78	73	67.12	61.80
English Learners	43	44.19	41.66	33	60.61	56.00
Students with Disabilities	19	31.58	38.89	n < 10	n < 10	n < 10

#### Needs Improvement School in Math

	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	118	50.85	58.49	76	43.42	67.48
Targeted Achievement Gap Group	116	50.00	57.28	74	44.59	66.39
	Three Year Performance			Three Year Growth		
All Students	340	51.76	58.49	207	51.69	67.48
Targeted Achievement Gap Group	335	51.04	57.28	203	51.72	66.39
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	67	43.28	62.07	39	28.21	73.04
Hispanic	46	58.70	53.15	34	55.88	57.70
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	115	49.57	56.86	73	43.84	66.39
English Learners	43	53.49	52.09	33	54.55	56.00
Students with Disabilities	19	31.58	46.53	n < 10	n < 10	n < 10

**District:** LITTLE ROCK SCHOOL DISTRICT    **Superintendent:** MORRIS HOLMES  
**School:** BASELINE ELEMENTARY SCHOOL    **Principal:** KATINA RAY  
**LEA:** 6001052    **Grades:** P-05  
**Address:** 3623 BASELINE RD.    **Enrollment:** 297  
**LITTLE ROCK, AR 72209**    **Attendance (3 QTR AVG):** 95.55  
**Phone:** 501-447-3700    **Poverty Rate:** 100.00

OVERALL SCHOOL STATUS: **PRIORITY**

**PERCENT TESTED**

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	138	138	100.00	138	138	100.00
Targeted Achievement Gap Group	124	124	100.00	124	124	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	76	76	100.00	76	76	100.00
Hispanic	60	60	100.00	60	60	100.00
White						
Economically Disadvantaged	108	108	100.00	108	108	100.00
English Language Learners	55	55	100.00	55	55	100.00
Students with Disabilities	25	25	100.00	25	25	100.00

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS: <b>NEEDS IMPROVEMENT</b>										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	51	119	42.86	54.40	91.00	47	78	60.26	66.40	93.00
Targeted Achievement Gap Group	46	111	41.44	53.88	91.00	44	72	61.11	65.28	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	162	343	47.23	54.40	91.00	136	216	62.96	66.40	93.00
Targeted Achievement Gap Group	153	330	46.36	53.88	91.00	129	206	62.62	65.28	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	28	67	41.79	58.33		25	46	54.35	68.13	
Hispanic	23	51	45.10	48.15		22	31	70.97	61.54	
White				72.23					100.00	
Economically Disadvantaged	43	102	42.16	53.43		41	67	61.19	65.28	
English Language Learners	21	49	42.86	46.97		20	29	68.97	60.00	
Students with Disabilities	0	20	0.00	44.44		1	12	8.33	33.33	

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS: <b>NEEDS IMPROVEMENT</b>										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	51	119	42.86	62.27	92.00	31	78	39.74	70.43	81.00
Targeted Achievement Gap Group	49	111	44.14	61.17	92.00	29	72	40.28	69.44	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	169	343	49.27	62.27	92.00	104	216	48.15	70.43	81.00
Targeted Achievement Gap Group	162	330	49.09	61.17	92.00	100	206	48.54	69.44	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	24	67	35.82	65.52		14	46	30.43	75.49	
Hispanic	27	51	52.94	57.41		17	31	54.84	61.54	
White				72.23					100.00	
Economically Disadvantaged	46	102	45.10	60.78		28	67	41.79	69.44	
English Language Learners	25	49	51.02	56.44		15	29	51.72	60.00	
Students with Disabilities	5	20	25.00	51.39		2	12	16.67	50.00	



ARKANSAS  
DEPARTMENT  
OF EDUCATION

## ACADEMIC DISTRESS ADE EVALUATION TEAM RECOMMENDATIONS

District: Little Rock School District

School: Baseline Elementary School

School Improvement Team Members: Dr. Richard Wilde, Chante'le' Williams, Lisa Knoedl, Tiah Frazier, and Roxie Browning

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goals exists. Implementation of these recommendations alone does not guarantee removal of Academic Distress status.

Evidence/Findings/Background	Recommendations
<p>The ADE Academic Distress Review Team reviewed Baseline's student achievement goals. The established quarterly goals reflected an expectation lower than current levels of proficiency. For example, the overall proficiency rate for the school was approximately 40% on math and literacy Benchmark exams. However, the first quarter goal was for 20% of students to score at or above proficient levels on common assessments.</p>	<ul style="list-style-type: none"> <li>• The internal SIS, principal, and Director of Elementary Education should set quarterly goals and measures for student achievement, with the intent to set expectations consistent with at least maintaining students that are proficient and accelerating those who are not.</li> <li>• The school leadership team, principal, internal SIS, and Director of Elementary Education should support teachers' consistent implementation of high yield/key interventions to accelerate basic and below basic performance to proficiency and to evaluate the effectiveness of those interventions.</li> <li>• Identify and implement classroom level measures that will provide timely (ongoing and frequent) data for tracking student progress and promote differentiated instruction.</li> </ul>

	<p>Following the identification of academically distressed schools, the LRSD established ten "Non-Negotiables for Schools on Academic Distress." Fourth on the list included, "Teachers must plan collaboratively with support from the instructional facilitator, where possible (math and literacy)." Interviews conducted with Baseline teachers, leadership team, and academic facilitators indicated that while grade-level and instructional content teams met on a regular basis, they seldom developed common unit assessments nor collaboratively analyzed post-unit results.</p>	<ul style="list-style-type: none"> <li>• Instructional teams should regularly analyze classroom performance data and use the data to drive instruction, lesson planning, and professional development. Instructional coaches should monitor and facilitate the collection and use of classroom performance data.</li> </ul>
	<p>The school's ESEA Accountability Reports for the most-recent three years indicate the following trend data for TAGG subgroups:  English Language Learners (ELL) – percent scoring proficient or above in literacy:  2012 = 44.19%  2013 = 42.86%  2014 = 37.21%  Students with Disabilities (SWD) – percent scoring proficient or above in literacy:  2012 = 31.58%  2013 = 0.00%  2014 = 10%  English Language Learners (ELL) – percent scoring proficient or above in mathematics:  2012 = 53.49%  2013 = 51.02%  2014 = 58.14%</p>	<ul style="list-style-type: none"> <li>• The school leadership team, principal, building-level ELL coordinator, district-level special education support, building-level special education coordinator, and the internal SIS should: <ul style="list-style-type: none"> <li>➤ analyze the disaggregated data related to the number of years the English Language Learner population has been educated in the school in contrast to the academic progress made. Evaluate the effectiveness of the interventions that is being utilized with the ELL population</li> <li>➤ analyze, review and evaluate the effectiveness of the goals and interventions established for student achievement with the intent to set quarterly expectations consistent with supporting the specific instructional needs of ELL and SWD learners.</li> </ul> </li> <li>• Given the large number of English Language Learners in addition to the low performance of Students with Disabilities in the building, these particular subgroups should be closely monitored</li> </ul>

<p>Students with Disabilities (SWD) – percent scoring proficient or above in mathematics:  2012 = 31.58%  2013 = 25%  2014 = 15%</p> <p>In separate interviews conducted by the ADE team, members of the school leadership team and the principal tended to discuss efforts based on aggregate performance of TAGG groups.</p> <p>The 8<sup>th</sup> LRSD Non-Negotiable states that “All staff members must help build and maintain a culture of high expectations.” The 10<sup>th</sup> adds that “Data will inform decision-making at all levels (school, department, classroom, student).”</p>	<p>for academic progress and determination of individual student learning needs to drive instruction. Methods for monitoring student progress should include regular analysis and evaluation to determine if interventions are accelerating student achievement within the ELL and SWD subgroups.</p>
<p>During interviews, the principal and leadership team members identified a high turnover rate among staff. Two specialty teachers were on leave a majority of the previous school year and a limited amount of certified interventionists were serving student needs. Multiple changes in the teaching staff have occurred over the past three school years.</p>	<ul style="list-style-type: none"> <li>• District/school leadership should develop a recruitment and retention plan for instructional leadership and staff.</li> </ul>

## Academic Distress Pre-Evaluation Form

District: Little Rock School District  
 School: Baseline Elementary

School Improvement Specialist: Roxie Browning

Data Review Team: Tiah Frazier, John Harris, Dr. Richard Wilde, Roxie Browning

Date: 08/15/14

Data Findings	Additional Information Needed	Proposed On-Site Team
<ul style="list-style-type: none"> <li>• The P/A % falls from 4<sup>th</sup> grade to 5<sup>th</sup> by 10-15% annually in literacy</li> <li>• Math scores have been inconsistent but appear to improve from 3<sup>rd</sup> to 4<sup>th</sup> and decline from 4<sup>th</sup> to 5<sup>th</sup>.</li> <li>• All 5<sup>th</sup> grade math scores have been below in by 40%.</li> <li>• Minimal improvement within the SWD categories in math and literacy. They appear to be scoring significantly below other TAGG populations.</li> </ul>	<ul style="list-style-type: none"> <li>• Is the curriculum aligned for both math and literacy according to unit assessments? If so, what is occurring between 4<sup>th</sup> and 5<sup>th</sup> resulting in drop at 10-15% in distress?</li> <li>• Instructional changes in the past few years in 3<sup>rd</sup>, 4<sup>th</sup>, &amp; 5<sup>th</sup> math?</li> <li>• Is vertical planning or alignment occurring?</li> <li>• What types of disabilities?</li> <li>• How many students are portfolio tested?</li> <li>• SWD math &amp; lit courses are taught where and by who?</li> <li>• Is there alignment of curriculum to standards if SWD is taught in classroom?</li> <li>• What are the modifications/accommodati</li> </ul>	<ul style="list-style-type: none"> <li>• Expertise in curriculum alignment</li> <li>• Expertise in math for elementary students</li> <li>• Expertise in SPED</li> </ul>

<ul style="list-style-type: none"> <li>• Student attainment each quarter was far below what was identified as necessary to meet 49.5% proficiency based on IMO's set for the 2013-14 SY.</li> <li>• African American TAGG pop 8% below in Lit and 14% below goal in math.</li> <li>• Hispanic TAGG pop 4% Economically Disadvantaged TAGG pop 11 % below goal</li> <li>• ELL TAGG pop 7% below in lit and 4% in math</li> <li>• SWD 0% proficient in literacy &amp; 25% in math</li> </ul>	<p><b>ons provided?</b></p> <ul style="list-style-type: none"> <li>• Did teachers use common unit assessments? If so, how did they verify alignment and what did they do with the results to impact teaching and learning?</li> <li>• Interventions in place for TAGG groups specifically in math and literacy?</li> </ul>	<ul style="list-style-type: none"> <li>• Expertise in Literacy for elementary</li> </ul>
--	--	--

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 11/03/2011

## District and School Information

District:	LITTLE ROCK SCHOOL DISTRICT	School:	CLOVERDALE AEROSPACE TECH CHAR
LEA:	6001	LEA:	6001702
Superintendent:	MORRIS HOLMES	Principal:	WILLIE VINSON
Address:	810 W. MARKHAM ST	Address:	6300 HINKSON RD.
City:	LITTLE ROCK, AR 72201	County:	PULASKI
Phone:	501-447-1002	Phone:	501-447-2500

## Overall School AYP Information

2011 AYP Status: Alert (A)

Met Standards for Mathematics:	NO	Overall Math Status:	A
Met Standards for Literacy:	NO	Overall Literacy Status:	A
Met Standards for Attendance:	YES	Overall Attend Status:	MS

Prior Year AYP Status: ()

AYP Group:	6 - 8	Attendance Goal:	91.13%	Smart Accountability Index:	0%
Grade Range:	6 - 8	Met Attendance Goal:	YES	Number of Groups Met AYP:	0
Minimum N*:	40	Qtrs. 1-3 Average ADM:	588.95	Number of Groups $\geq$ 40:	12

## Summary of Subgroup Adequate Yearly Progress for 2011

	Math		Literacy			Math	Literacy
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth
<b>Combined</b>	No	No	No	No		No	No
<b>African American</b>	No	No	No	No		No	No
<b>Hispanic</b>	No	No	No	No		No	No
<b>Caucasian</b>	NA	NA	NA	NA		NA	NA
<b>Economically Disadvantaged</b>	No	No	No	No		No	No
<b>LEP</b>	No	No	No	No		No	No
<b>Students with a Disability</b>	No	No	No	No		No	No

## Percent Tested Results for Overall and Subgroups

	Combined	African American	Caucasian	Hispanic	Economically Disadvantaged	LEP	Students with a Disability
LITERACY	YES	YES	YES	YES	YES	YES	YES
MATH	YES	YES	YES	YES	YES	YES	YES

\*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT  
 CLOVERDALE AEROSPACE TECH CHAR  
 Math AMO: 73.41

Report Completed: 11/03/2011  
 AYP Status: Alert (A)  
 Literacy AMO: 75.70

## SUB-GROUP AYP STATUS

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
<b>COMBINED POPULATION</b>								
# Proficient	0	0	0	0	238	170	238	170
# Attempted	0	0	0	0	542	497	542	497
% Proficient	NA	NA	NA	NA	43.9	34.2	43.9	34.2
AYP Status	NA	NA	NA	NA	A	A	A	A
<b>AFRICAN-AMERICAN POPULATION</b>								
# Proficient	0	0	0	0	177	132	177	132
# Attempted	0	0	0	0	419	382	419	382
% Proficient	NA	NA	NA	NA	42.2	34.6	42.2	34.6
AYP Status	NA	NA	NA	NA	A	A	A	A
<b>HISPANIC POPULATION</b>								
# Proficient	0	0	0	0	45	26	45	26
# Attempted	0	0	0	0	98	91	98	91
% Proficient	NA	NA	NA	NA	45.9	28.6	45.9	28.6
AYP Status	NA	NA	NA	NA	A	A	A	A
<b>CAUCASIAN POPULATION</b>								
# Proficient	0	0	0	0	12	10	12	10
# Attempted	0	0	0	0	21	20	21	20
% Proficient	NA	NA	NA	NA	57.1	50	57.1	50
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>ECONOMICALLY DISADVANTAGED POPULATION</b>								
# Proficient	0	0	0	0	227	158	227	158
# Attempted	0	0	0	0	514	472	514	472
% Proficient	NA	NA	NA	NA	44.2	33.5	44.2	33.5
AYP Status	NA	NA	NA	NA	A	A	A	A
<b>LIMITED ENGLISH PROFICIENT POPULATION</b>								
# Proficient	0	0	0	0	39	22	39	22
# Attempted	0	0	0	0	85	80	85	80
% Proficient	NA	NA	NA	NA	45.9	27.5	45.9	27.5
AYP Status	NA	NA	NA	NA	A	A	A	A
<b>STUDENTS WITH DISABILITIES</b>								
# Proficient	0	0	0	0	9	5	9	5
# Attempted	0	0	0	0	65	65	65	65
% Proficient	NA	NA	NA	NA	13.8	7.7	13.8	7.7
AYP Status	NA	NA	NA	NA	A	A	A	A

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT  
 CLOVERDALE AEROSPACE TECH CHAR  
 Math AMO: 73.41

Report Completed: 11/03/2011  
 AYP Status: Alert (A)  
 Literacy AMO: 75.70

In order to be eligible for Safe Harbor (SH), eligibility must be met for:  
 Percent Tested (95.0%), Attendance Rate (91.13%) and Proficiency Change 10-11

## COMBINED POPULATION

	Math Eligible?	Literacy Eligible?
Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	A	A

## AFRICAN-AMERICAN POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	A	A

## HISPANIC POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	A	A

## CAUCASIAN POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	NA	NA

## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	A	A

## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	A	A

## STUDENTS WITH DISABILITIES

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	A	A

\* (SH) indicates that Safe Harbor has been applied to status determination.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT  
 CLOVERDALE AEROSPACE TECH CHAR  
 Math AMO: 73.41

Report Completed: 11/03/2011  
 AYP Status: Alert (A)  
 Literacy AMO: 75.70

## SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

### Math

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	542	238	43.9	23	48.2	No
Af.Amer.	419	177	42.2	17	46.3	No
Hispanic	98	45	45.9	6	52	No
Caucasian	21	12	57.1	NA	57.1	NA
Econ.Dis.	514	227	44.2	23	48.6	No
LEP	85	39	45.9	6	52.9	No
Stud.Dis.	65	9	13.8	2	16.9	No

### Literacy

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	497	170	34.2	19	38	No
Af.Amer.	382	132	34.6	12	37.7	No
Hispanic	91	26	28.6	6	35.2	No
Caucasian	20	10	50	1	55	NA
Econ.Dis.	472	158	33.5	19	37.5	No
LEP	80	22	27.5	6	35	No
Stud.Dis.	65	5	7.7	2	10.8	No

\*Note 1: The number of below proficient students who met their growth increment is added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

\*\*Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

\*\*\*Note 3: For schools with grades 4-8 students NA indicates that no students who were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

## ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	572.68	554.18	499.29	542.05
Average Daily Membership:	595.13	583.70	588.02	588.95

## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: LITTLE ROCK SCHOOL DISTRICT	Superintendent: MORRIS HOLMES
School: <b>CLOVERDALE AEROSPACE TECH CHAR</b>	Principal: WILLIE VINSON
LEA: 6001702	Grades: 06 - 08
Address: 6300 HINKSON RD. LITTLE ROCK, AR 72209	Enrollment: 648
Phone: 501-447-2500	Attendance Rate: 92.55% (3 QTR AVG)
	Poverty Rate: 93.83%

### Needs Improvement Priority School

#### Achieving School Percent Tested

	# Expected Literacy	Literacy	# Expected Math	Math
All Students	681	YES	722	YES
Targeted Achievement Gap Group	656	YES	692	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	537	YES	571	YES
Hispanic	126	YES	132	YES
White	15	YES	15	YES
Economically Disadvantaged	649	YES	684	YES
English Learners	102	YES	107	YES
Students with Disabilities	91	YES	92	YES

#### Achieving School in Literacy

	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	546	44.51	39.69	500	48.20	43.54
Targeted Achievement Gap Group	526	43.35	39.14	484	47.11	42.97
	Three Year Performance			Three Year Growth		
All Students	1043	39.60	39.69	953	43.55	43.54
Targeted Achievement Gap Group	1002	38.72	39.14	918	42.70	42.97
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	432	43.75	40.00	398	47.99	42.81
Hispanic	96	42.71	34.52	87	44.83	41.15
White	15	73.33	54.17	12	75.00	67.65
Economically Disadvantaged	519	43.35	39.01	478	47.07	42.86
English Learners	82	36.59	33.54	77	41.56	38.48
Students with Disabilities	74	8.11	15.38	52	11.54	20.04

#### Needs Improvement School in Math

	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	586	43.69	48.58	501	38.72	49.21
Targeted Achievement Gap Group	561	42.78	48.86	485	37.94	49.73
	Three Year Performance			Three Year Growth		
All Students	1128	43.79	48.58	954	41.51	49.21
Targeted Achievement Gap Group	1079	43.47	48.86	919	41.35	49.73
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	462	40.91	47.05	397	36.02	47.77
Hispanic	105	51.43	50.43	89	46.07	53.60
White	15	60.00	60.71	12	58.33	51.47
Economically Disadvantaged	553	42.50	48.81	479	37.79	49.69
English Learners	90	50.00	50.39	79	46.84	50.55
Students with Disabilities	75	13.33	21.03	51	17.65	23.94

**District:** LITTLE ROCK SCHOOL DISTRICT      **Superintendent:** MORRIS HOLMES  
**School:** CLOVERDALE AEROSPACE TECH CHAR      **Principal:** WANDA RUFFINS  
**LEA:** 6001702      **Grades:** 06-08  
**Address:** 6300 HINKSON RD.      **Enrollment:** 704  
**LITTLE ROCK, AR 72209**      **Attendance (3 QTR AVG):** 94.17  
**Phone:** 501-447-2500      **Poverty Rate:** 90.06

OVERALL SCHOOL STATUS: **PRIORITY**

**PERCENT TESTED**

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	684	697	98.13	692	697	99.28
Targeted Achievement Gap Group	655	668	98.05	663	668	99.25
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	516	521	99.04	517	521	99.23
Hispanic	138	145	95.17	144	145	99.31
White	28	28	100.00	28	28	100.00
Economically Disadvantaged	648	660	98.18	656	660	99.39
English Language Learners	120	128	93.75	128	128	100.00
Students with Disabilities	79	81	97.53	79	81	97.53

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS: <b>ACHIEVING</b>										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	270	584	46.23	45.18	91.00	270	533	50.66	48.68	93.00
Targeted Achievement Gap Group	253	559	45.26	44.68	91.00	253	509	49.71	48.16	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	683	1628	41.95	45.18	91.00	685	1486	46.10	48.68	93.00
Targeted Achievement Gap Group	641	1562	41.04	44.68	91.00	645	1427	45.20	48.16	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	202	441	45.80	45.46		204	409	49.88	48.01	
Hispanic	53	124	42.74	40.48		51	105	48.57	46.50	
White	13	17	76.47	58.33		13	17	76.47	70.59	
Economically Disadvantaged	251	553	45.39	44.56		251	506	49.60	48.06	
English Language Learners	43	111	38.74	39.58		43	97	44.33	44.08	
Students with Disabilities	13	66	19.70	23.08		7	54	12.96	27.31	

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS: <b>NEEDS IMPROVEMENT</b>										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	211	591	35.70	53.26	92.00	175	533	32.83	53.83	81.00
Targeted Achievement Gap Group	196	566	34.63	53.51	92.00	161	509	31.63	54.30	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	705	1719	41.01	53.26	92.00	571	1487	38.40	53.83	81.00
Targeted Achievement Gap Group	665	1645	40.43	53.51	92.00	541	1428	37.89	54.30	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	151	442	34.16	51.87		131	409	32.03	52.52	
Hispanic	47	129	36.43	54.93		35	105	33.33	57.82	
White	11	17	64.71	64.28		7	17	41.18	55.88	
Economically Disadvantaged	195	560	34.82	53.47		161	506	31.82	54.27	
English Language Learners	42	118	35.59	54.90		31	97	31.96	55.04	
Students with Disabilities	9	66	13.64	28.21		5	54	9.26	30.85	



ARKANSAS  
DEPARTMENT  
OF EDUCATION

## ACADEMIC DISTRESS ADE EVALUATION TEAM RECOMMENDATIONS

District: Little Rock School District  
 School: Cloverdale Aerospace Charter School  
 School Improvement Team Members: Roxie Browning, Dr. Richard Wilde, Chant'e'le Williams

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goals exists. Implementation of these recommendations alone does not guarantee removal of Academic Distress status.

	Evidence/Findings/Background	Recommendations
	<p>A team of ADE specialists met with the principal and leadership team at Cloverdale. It was reported that data from several sources are reviewed regularly. However, in the interviews with teachers, they were not aware of specific students who were proficient or not proficient.</p> <p>Within the Indistar School Leadership-Rapid Improvement Indicators, it is noted that units of instruction should include specific learning activities aligned to instructional assessment. Therefore, units of instruction should include pre/post tests to assess student mastery of standards just taught by the teacher. Units of instruction should be between seven to fifteen days in duration.</p>	<ul style="list-style-type: none"> <li>• The leadership team should develop a systemic data collection and analysis process to include formative assessments and instructional units to individualize instruction based on pre/post tests.</li> <li>• Instructional facilitators should assist teachers in the differentiation of lessons to meet the individual learning needs of all students.</li> <li>• The leadership team should develop a process to consistently monitor and analyze student achievement of both non-proficient and proficient students. These analyses should result in improving non-proficient</li> </ul>

	<p>The Turnaround Model identifies that achieving schools systematically collect and analyze unit post-test data to drive professional development and the next instructional unit.</p>	<p>student performance and maintaining performance of proficient and advanced students.</p>
	<p>Based on three-year literacy trend data, the percent of students who performed at proficient or advanced levels are listed below:  41.95% of All Students,  41.04% of TAGG,  38.74% of English Language Learners,  19.70% of Students with Disabilities.</p> <p>The ADE Review Team identified that teams were not analyzing common formative assessments at the grade level. Grade-level/classroom data was not disaggregated to identify TAGG students who were not progressing in individual classrooms.</p>	<ul style="list-style-type: none"> <li>• The leadership team should focus directly on student achievement by reviewing results of grade-level common assessments to determine needed classroom instructional support.</li> <li>• The leadership team should give specific attention to the progress of both Students with Disabilities and English Language Learners in specific classrooms.</li> <li>• Job-embedded professional development should be provided to teachers specific to meeting the learning needs of students within ESEA subgroups who are not progressing.</li> </ul>
	<p>As the academic teams and teacher groups were interviewed, it was noted that there are gaps in communication systems around the campus. Teachers reported feelings of disconnectedness.</p> <p>The leadership teams, along with instructional facilitators are working toward improving communication and the implementation of systems which support teachers and students. However, the leadership team has not been systematically evaluating the effectiveness of their communication or innovations to improve student outcomes.</p>	<ul style="list-style-type: none"> <li>• The leadership team should clearly identify what means of communication will be used to disseminate and receive information with all school personnel.</li> <li>• Once the communication system is identified, the effectiveness of that system should be regularly monitored and assessed.</li> <li>• The principal and instructional facilitators, together with instructional teams, should develop a plan to analyze student data, and identify students in need of differentiated lessons or programs.</li> </ul>

		<ul style="list-style-type: none"><li>• Information gathered from all student assessments and school-wide programs should be reviewed and assessed systematically and consistently in order to determine if instructional plans and programs are working effectively to improve student outcomes.</li></ul>
--	--	---

## Academic Distress Pre-Evaluation Form

District: Little Rock School District  
 School: Cloverdale Aerospace Tech Charter School  
 School Improvement Specialist: Chante'le' Williams  
 Data Review Team: Dr. Wilde, John Harris, Tiah Frazier, & Chante'le' Williams  
 Date: 08 / 15 / 14

Data Findings	Additional Information Needed	Proposed On-Site Team
<p><b>Literacy:</b>  <b>For Performance (3 year average):</b></p> <ul style="list-style-type: none"> <li>• ALL students performed at 41.95 %.</li> <li>• TAGG performed at 41.04%</li> <li>• ELL performed at 38.74%</li> <li>• Students with Disabilities performed at 19.70%</li> </ul> <p><b>For Growth (3 year average):</b></p> <ul style="list-style-type: none"> <li>• ALL students performed at 46.10 %.</li> <li>• TAGG performed at 45.20%</li> <li>• Students with Disabilities performed at 12.96%</li> </ul> <p><b>Other Indicators:</b></p> <ul style="list-style-type: none"> <li>• Attendance rate for Students with Disabilities was at 87.9% and for African American students, 89.1%</li> </ul> <p>*****</p>	<p><b>Literacy:</b></p> <ol style="list-style-type: none"> <li>1. Please explain why there seemed to be more of a school-wide focus on Literacy, as more groups achieved and more sub pops reached AMO in Literacy.</li> <li>2. What types of rigorous activities are being incorporated into Literacy so that students are performing and growing by more than just a small margin?</li> <li>3. What is being done to encourage attendance specifically as it relates to the Students with Disabilities and African American population?</li> </ol> <p>*****</p>	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>➤ Curriculum Specialist,</li> <li>➤ Special Education Resource, and</li> <li>➤ Someone with resources/ knowledge in the area of ELL education should be included.</li> </ul> <p>*****</p>

<p><b>Math:</b>  <b>FOR Performance (3 year average):</b></p> <ul style="list-style-type: none"> <li>• <b>NO</b> other group, with the exception of “White students,” met requirements.</li> <li>• ALL students performed at 41.01%.</li> <li>• TAGG performed at 40.43%.</li> <li>• African American students performed at 34.16%.</li> <li>• Hispanic students performed at 36.43%</li> <li>• Economically Disadvantaged students performed at 34.82%.</li> <li>• ELL performed at 35.59%.</li> <li>• Students with Disabilities performed at 13.64%.</li> </ul> <p><b>For Growth (3 year average):</b></p> <ul style="list-style-type: none"> <li>• <b>NO</b> group met requirements.</li> <li>• ALL students performed at 38.40%.</li> <li>• TAGG performed at 37.89%.</li> <li>• African American students performed at 32.03%.</li> <li>• Hispanic students performed at 33.33%</li> <li>• Economically Disadvantaged students performed at 31.82%.</li> <li>• ELL performed at 31.96%.</li> <li>• Students with Disabilities performed at 9.26%.</li> </ul>		<p><b>Math:</b></p> <ol style="list-style-type: none"> <li>1. How was one sub pop, specifically “White Students,” able to achieve while other sub pops were not?</li> <li>2. Was a learning styles inventory conducted to see how students individually learn best? Is yes, which one?</li> <li>3. What type of math curriculum is being used?</li> <li>4. Is the curriculum aligned properly to the standards/Common Core/ Unit Assessments?</li> <li>5. How were the teachers trained to implement the curriculum?</li> <li>6. Is there teaming in the building? How effective is team planning when it comes to math alignment? Is there vertical alignment teaming within the building?</li> <li>7. Who plans lessons to be taught?</li> <li>8. Who follows up to make sure lessons plans are completed?</li> <li>9. When lessons are taught, are objectives posted and lessons matched to objectives?</li> <li>10. Are unit assessments given?</li> <li>11. What types of formative assessments are conducted?</li> <li>12. Is data being examined and custom-tailored to individuals</li> </ol>
		<p><b>Math:</b></p> <ul style="list-style-type: none"> <li>&gt; Curriculum Specialist,</li> <li>&gt; Math Specialist,</li> <li>&gt; Special Education Resource, and</li> <li>&gt; Someone with resources/ knowledge in the area of ELL education should be included.</li> </ul>

	<p>and groups of students, then connected to data that is being analyzed?</p> <p>13. When students need to be re-taught is there time built into the schedule? If yes, how so and when?</p> <p>14. Is there a follow-up assessment to discover if students have mastered skills that were previously missed?</p> <p>15. Are supplemental materials used? If yes, what types?</p> <p>16. Is there continued PD? Who provides the training?</p> <p>17. What time of day are math classes? Are discipline referrals or infractions greater during this instructional period?</p> <p>18. Do teachers in math classrooms foster a multi-modal learning environment?</p> <p>19. Are manipulatives available?</p> <p>20. Do students have an opportunity to facilitate the learning?</p> <p>21. How are parents involved in the learning process?</p>	
--	--	--

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 11/03/2011

## District and School Information

District:	LITTLE ROCK SCHOOL DISTRICT	School:	HALL HIGH SCHOOL
LEA:	6001	LEA:	6001002
Superintendent:	MORRIS HOLMES	Principal:	MARCELLA BLAYLOCK
Address:	810 W. MARKHAM ST	Address:	6700 H ST.
City:	LITTLE ROCK, AR 72201	County:	PULASKI
Phone:	501-447-1002	Phone:	501-447-1900

## Overall School AYP Information

2011 AYP Status: State Directed (SD-7)

Met Standards for Mathematics:	NO	Overall Math Status:	SI_7
Met Standards for Literacy:	NO	Overall Literacy Status:	SI_7
Met Standards for Graduation:	YES	Overall Grad Status:	MS

Prior Year AYP Status: State Directed (SD-6)

AYP Group:	9 - 12	Met Graduation Target of 70%:	YES	Smart Accountability Index:	25%
Grade Range:	9 -12	Met Graduation Goal of 85%:	NO(84.1%)	Number of Groups Met AYP:	2
Minimum N*:	62	Qtrs. 1-3 Average ADM:	1239.28	Number of Groups $\geq$ 40:	8

## Summary of Subgroup Adequate Yearly Progress for 2011

	Math		Literacy			Math	Literacy
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth
<b>Combined</b>	No	No	No	No	█	No	No
<b>African American</b>	No	No	No	No	█	No	No
<b>Hispanic</b>	No	Yes	NA	NA	█	No	NA
<b>Caucasian</b>	NA	NA	NA	NA	█	NA	NA
<b>Economically Disadvantaged</b>	No	No	No	No	█	No	No
<b>LEP</b>	No	Yes	NA	NA	█	No	NA
<b>Students with a Disability</b>	NA	NA	NA	NA	█	NA	NA

## Percent Tested Results for Overall and Subgroups

	Combined	African American	Caucasian	Hispanic	Economically Disadvantaged	LEP	Students with a Disability
LITERACY	YES	YES	YES	YES	YES	YES	YES
MATH	YES	YES	YES	YES	YES	YES	NO

\*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT Report Completed: 11/03/2011  
 HALL HIGH SCHOOL AYP Status: State Directed (SD-7)  
 Math AMO: 73.45 Literacy AMO: 75.81

## SUB-GROUP AYP STATUS

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
<b>COMBINED POPULATION</b>								
# Proficient	178	77	158	136	147	117	483	330
# Attempted	581	251	440	292	396	255	1417	798
% Proficient	30.6	30.7	35.9	46.6	37.1	45.9	34.1	41.4
AYP Status	SI_4	SI_5	SI_5	SI_M	SI_6	SI_6	SI_6	SI_6
<b>AFRICAN-AMERICAN POPULATION</b>								
# Proficient	136	67	131	109	109	92	376	268
# Attempted	468	212	338	235	307	193	1113	640
% Proficient	29.1	31.6	38.8	46.4	35.5	47.7	33.8	41.9
AYP Status	SI_5	SI_5	SI_M	SI_M	SI_6	SI_6	SI_6	SI_6
<b>HISPANIC POPULATION</b>								
# Proficient	24	5	16	7	23	9	63	21
# Attempted	79	25	75	29	66	33	220	87
% Proficient	30.4	20	21.3	24.1	34.8	27.3	28.6	24.1
AYP Status	SI_2	NA	SI_3	NA	SI_M	NA	SI_M	A
<b>CAUCASIAN POPULATION</b>								
# Proficient	15	4	10	16	11	13	36	33
# Attempted	24	9	23	23	18	22	65	54
% Proficient	62.5	44.4	43.5	69.6	61.1	59.1	55.4	61.1
AYP Status	NA	NA	NA	NA	NA	NA	MS	NA
<b>ECONOMICALLY DISADVANTAGED POPULATION</b>								
# Proficient	127	47	122	81	119	79	368	207
# Attempted	424	161	366	185	323	198	1113	544
% Proficient	30	29.2	33.3	43.8	36.8	39.9	33.1	38.1
AYP Status	SI_2	SI_6	SI_3	SI_M	SI_4	SI_7	SI_4	SI_7
<b>LIMITED ENGLISH PROFICIENT POPULATION</b>								
# Proficient	18	1	17	4	22	6	57	11
# Attempted	72	21	79	22	64	35	215	78
% Proficient	25	4.8	21.5	18.2	34.4	17.1	26.5	14.1
AYP Status	A	NA	SI_1	NA	SI_M	NA	SI_M	A
<b>STUDENTS WITH DISABILITIES</b>								
# Proficient	19	1	16	2	19	7	54	10
# Attempted	61	22	37	24	39	26	137	72
% Proficient	31.1	4.5	43.2	8.3	48.7	26.9	39.4	13.9
AYP Status	NA	NA	NA	NA	NA	NA	A	MS

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT Report Completed: 11/03/2011  
 HALL HIGH SCHOOL AYP Status: State Directed (SD-7)  
 Math AMO: 73.45 Literacy AMO: 75.81

In order to be eligible for Safe Harbor (SH), eligibility must be met for:  
 Percent Tested (95.0%), Graduation Rate (70%) and Proficiency Change 10-11

## COMBINED POPULATION

	Math Eligible?	Literacy Eligible?
Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( 1.2)	NO( -0.7)
2010-2011 AYP STATUS	SI_6	SI_6

## AFRICAN-AMERICAN POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( -3.3)	NO( 1.3)
2010-2011 AYP STATUS	SI_6	SI_6

## HISPANIC POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	NO( 3.1)
2010-2011 AYP STATUS	SI_M(SH)	NA

## CAUCASIAN POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	NO(-10.5)
2010-2011 AYP STATUS	NA	NA

## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( 3.5)	NO( -3.9)
2010-2011 AYP STATUS	SI_4	SI_7

## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	NO( -1.0)
2010-2011 AYP STATUS	SI_M(SH)	NA

## STUDENTS WITH DISABILITIES

Percent Tested	NO(94%)	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( 5.5)	YES
2010-2011 AYP STATUS	NA	NA

\* (SH) indicates that Safe Harbor has been applied to status determination.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT Report Completed: 11/03/2011  
 HALL HIGH SCHOOL AYP Status: State Directed (SD-7)  
 Math AMO: 73.45 Literacy AMO: 75.81

## SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

### Math

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	396	147	37.1	NA	37.1	No
Af.Amer.	307	109	35.5	NA	35.5	No
Hispanic	66	23	34.8	NA	34.8	No
Caucasian	18	11	61.1	NA	61.1	NA
Econ.Dis.	323	119	36.8	NA	36.8	No
LEP	64	22	34.4	NA	34.4	No
Stud.Dis.	39	19	48.7	NA	48.7	NA

### Literacy

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	255	117	45.9	NA	45.9	No
Af.Amer.	193	92	47.7	NA	47.7	No
Hispanic	33	9	27.3	NA	27.3	NA
Caucasian	22	13	59.1	NA	59.1	NA
Econ.Dis.	198	79	39.9	NA	39.9	No
LEP	35	6	17.1	NA	17.1	NA
Stud.Dis.	26	7	26.9	NA	26.9	NA

\*Note 1: The number of below proficient students who met their growth increment is added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

\*\*Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

\*\*\*Note 3: For schools with grades 4-8 students NA indicates that no students who were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

## ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	1176.9	1125.4	1091.5	1131.25
Average Daily Membership:	1254.4	1238.0	1225.5	1239.28

## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: LITTLE ROCK SCHOOL DISTRICT	Superintendent: MORRIS HOLMES
School: <b>HALL HIGH SCHOOL</b>	Principal: MARCELLA BLAYLOCK
LEA: 6001002	Grades: 09 - 12
Address: 6700 H ST. LITTLE ROCK, AR 72205	Enrollment: 1196
Phone: 501-447-1900	Attendance Rate: 91.41% (3 QTR AVG)
	Poverty Rate: 79.60%

### Needs Improvement Priority School

#### Needs Improvement School Percent Tested

	# Expected Literacy	Literacy	# Expected Math	Math
All Students	293	YES	414	NO(92%)
Targeted Achievement Gap Group	202	YES	363	NO(92%)
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	232	YES	302	NO(92%)
Hispanic	42	YES	78	YES
White	12	YES	25	NO(84%)
Economically Disadvantaged	188	YES	350	NO(93%)
English Learners	38	YES	75	YES
Students with Disabilities	29	YES	58	YES

#### Achieving School Graduation Rate

	# Expected Graduates	Percentage	2011 AMO
2011 Graduation Rate			
All Students	391	74.94	70.37
Targeted Achievement Gap Group	268	72.76	69.70
Two Year Graduation Rate			
All Students	753	71.45	70.37
Targeted Achievement Gap Group	516	69.96	69.70
2011 Graduation Rate			
African Americans	297	77.78	79.14
Hispanic	43	67.44	44.35
White	41	65.85	47.12
Economically Disadvantaged	254	72.83	71.56
English Learners	20	70.00	45.00
Students with Disabilities	39	76.92	88.18

#### Needs Improvement School in Literacy

##### Needs Improvement School in Math

	# Attempted	Percentage	2012 AMO	# Attempted	Percentage	2012 AMO
2012 Literacy			2012 Math			
All Students	262	40.46	50.39	307	43.00	42.36
Targeted Achievement Gap Group	182	34.62	45.97	275	41.09	42.20
Three Year Literacy			Three Year Math			
All Students	809	44.38	50.39	1143	38.23	42.36
Targeted Achievement Gap Group	584	39.38	45.97	982	36.76	42.20
2012 Literacy			2012 Math			
African Americans	209	43.06	52.03	224	43.30	40.88
Hispanic	37	27.03	33.33	67	35.82	40.28
White	n < 10	n < 10	n < 10	11	63.64	64.35
Economically Disadvantaged	168	36.90	44.91	266	40.23	42.10
English Learners	34	17.65	24.05	63	33.33	39.85
Students with Disabilities	27	0.00	33.01	51	50.98	52.99

District: LITTLE ROCK SCHOOL DISTRICT    Superintendent: MORRIS HOLMES  
 School: HALL HIGH SCHOOL    Principal: JOHN DANIELS  
 LEA: 6001002    Grades: 09-12  
 Address: 6700 H ST.    Enrollment: 1116  
 LITTLE ROCK, AR 72205    Attendance (3 QTR AVG): 91.14  
 Phone: 501-447-1900    Poverty Rate: 76.61

OVERALL SCHOOL STATUS: **PRIORITY**

**PERCENT TESTED**

PERCENT TESTED STATUS: <b>NEEDS IMPROVEMENT</b>						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	207	225	92.00	517	585	88.38
Targeted Achievement Gap Group	184	199	92.46	467	528	88.45
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	150	164	91.46	402	458	87.77
Hispanic	45	48	93.75	88	95	92.63
White				22	27	81.48
Economically Disadvantaged	177	190	93.16	455	515	88.35
English Language Learners	46	49	93.88	83	90	92.22
Students with Disabilities	25	26	96.15	60	67	89.55

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS: <b>NEEDS IMPROVEMENT</b>					
ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	79	191	41.36	54.90	91.00
Targeted Achievement Gap Group	66	171	38.60	50.88	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	302	710	42.54	54.90	91.00
Targeted Achievement Gap Group	214	561	38.15	50.88	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	62	136	45.59	56.39	
Hispanic	12	44	27.27	39.39	
White				65.91	
Economically Disadvantaged	65	165	39.39	49.92	
English Language Learners	10	45	22.22	30.95	
Students with Disabilities	5	24	20.83	39.10	

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS: <b>NEEDS IMPROVEMENT</b>					
ESEA Flexibility Indicators	STATUS PERFORMANCE -- MATHEMATICS				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	166	423	39.24	47.60	92.00
Targeted Achievement Gap Group	150	385	38.96	47.45	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	445	1128	39.45	47.60	92.00
Targeted Achievement Gap Group	386	995	38.79	47.45	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	125	324	38.58	46.25	
Hispanic	30	79	37.97	45.71	
White	8	17	47.06	67.59	
Economically Disadvantaged	148	375	39.47	47.37	
English Language Learners	26	75	34.67	45.32	
Students with Disabilities	26	52	50.00	57.27	

**2012 SCHOOL GRADUATION RATE**

GRADUATION RATE STATUS: <b>ACHIEVING</b>					
ESEA Flexibility Indicators	2012 SCHOOL GRADUATION RATE				
	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	259	343	75.51	73.07	94.00
Targeted Achievement Gap Group	191	253	75.49	72.45	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	797	1096	72.72	73.07	94.00
Targeted Achievement Gap Group	552	769	71.78	72.45	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	195	259	75.29	81.03	
Hispanic	38	53	71.70	49.41	
White	20	24	83.33	51.93	
Economically Disadvantaged	179	238	75.21	74.14	
English Language Learners	24	30	80.00	50.00	
Students with Disabilities	24	30	80.00	89.25	



ARKANSAS  
DEPARTMENT  
OF EDUCATION

**ACADEMIC DISTRESS ADE EVALUATION TEAM  
RECOMMENDATIONS**

District: Little Rock School District  
 School: Hall High School  
 School Improvement Team Members: Kyron Jones, Chantelle Williams, Roxie Browning, Susan Ridings, and Dr. Richard Wilde

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goals exists. Implementation of these recommendations alone does not guarantee removal of Academic Distress status.

Evidence/Background/Findings	Recommendations
<p>In the 2013-2014 school year, the district hired an experienced principal to lead Hall High School. This is one of four principals in the past six years. The new principal is in his second year as lead administrator. Staff members that have taught multiple years at Hall High report that a major obstacle to progress is the frequent change in building leadership, each bringing a new philosophy or set of innovations to the school. Interviews with representative groups of staff and students identified positive feelings related to improved safety in and about the school as a result of the new principal. This year, the principal, with direction from district leadership, has implemented new expectations in lesson planning, instructional feedback to teachers, and higher expectations for teachers' instructional practice. An internal school improvement specialist has been hired to support these new expectations. Nonetheless, there was a clear reluctance on the part</p>	<ul style="list-style-type: none"> <li>• District leadership should draft a memorandum of understanding outlining specific expectations, a timeline for implementation of expectations, and measures for determining the continuation or replacement of the principal. The memorandum should be clear as to the latitude the principal is given by district leadership and/or any incentives for meeting expectations.</li> </ul>

	<p>of staff to invest in any principal or new ideas given the frequent turnover in leadership and the subsequent change in priorities.</p>	
	<p>The principal has established a leadership team that is reflective of the various departments and components of the school. The school leadership team is comprehensive in representation and consists of 15 to 20 staff. In addition, interviews with teachers reveal that while all teachers seem to be aware of the leadership team, they are not able to identify specifics on how the school leadership team helps improve student outcomes.</p> <p>It was also noted in the school demographics and by interviews that there are substantial numbers of students with disabilities (SWD) and substantial numbers of English language learners (EL) were not meeting proficiency.</p>	<ul style="list-style-type: none"> <li>The principal should establish a school leadership team sub-committee to meet every two weeks and analyze math and literacy classroom performance data related to the progress of TAGG populations. Results of these analyses should be used to determine job-embedded professional development and/or to identify resources to specifically support teachers' ability to meet the individual learning needs of all students.</li> </ul>
	<p>Research indicates that instructional teams, consisting of grade-level or subject-area teachers, to develop units and lessons of instruction that include criteria for mastery of the unit (pre- and post-unit assessments). It is then essential for improving outcomes for those post unit assessments to be analyzed by the instructional team to identify students who are not performing at proficient levels and determine a course of action based on recent student learning. The ADE Review Team identified a similar structure developed this year for analyzing quarterly assessment data for progress monitoring and determining additional instructional programs for students. Further, the district's new lesson planning model requires the teacher to identify the lesson mastery criteria. Thus, with a change in focus from using data to determine programs for</p>	<ul style="list-style-type: none"> <li>The principal, instructional coaches and internal school improvement specialist should meet and identify the supports needed to implement an instructional "unit-based" progress monitoring and response system, especially in math and literacy courses.</li> </ul>

	<p>students to using data to improve classroom instruction the school could easily modify current efforts to better align with the research-based turnaround model.</p> <p>Analysis of student progress based on unit progress permits the teacher to use data to drive the next unit of instruction and associated lesson plans. Thus, data from the classroom is driving teacher PD and driving lesson development.</p>	<ul style="list-style-type: none"> <li>• The internal school improvement specialist (SIS) should collaborate with the principal to conduct deep data analyses of student progress over the past three years, and identify successes.</li> <li>• The internal SIS should collaborate with the principal to identify those student populations that are making academic gains (not reflected in the state assessments) so that staff can celebrate their successes and establish specific and doable goals for improvement in math and literacy that will reflect in the state assessments.</li> <li>• All students should be surveyed or interviewed regarding perceptions of the school and a plan developed to assist students in feeling empowered and as part of the team for school improvement.</li> </ul>
	<p>The ADE Review Team concluded from interviews with teachers, the Leadership Team, and Administration that the feeling tone of the school was not one of optimism related to becoming an achieving school. The teachers as a whole did not convey a culture of expectation that they could facilitate fifty percent of students to proficiency given all the demographic and historical variables that need to be overcome.</p> <p>Teachers expressed feeling “unheard” by the district. Interestingly, students verbalized a similar feeling that they have no meaningful voice with teachers and school leadership.</p>	

<p>It was noted that the district took action related to Academic Distress prior to any external review. The district has implemented requirements for:</p> <ul style="list-style-type: none"> <li>a. 30 day action plans at each school site;</li> <li>b. Lesson plan template with professional development and non-negotiable expectation that building administrators review the plans;</li> <li>c. Locally hired School Improvement Specialist at each school identified in Academic Distress;</li> <li>d. Implementation of additional classroom observations with same day electronic feedback provided to teachers.</li> </ul> <p>While these efforts are all researched based, and while it is noteworthy that the district has taken immediate action to address the Academic Distress concerns, there was concern by the ADE review team related to the number of supplemental innovations in contrast with the time for principals to actually work with instructional staff.</p>	<ul style="list-style-type: none"> <li>• The Director of Secondary Education, the internal SIS, the principal, and the school leadership team should review all the improvement initiatives and prioritize the three to four most likely to yield meaningful improvement.</li> <li>• School staff should focus on the three to four innovations most likely to yield meaningful improvement.</li> </ul>
---	---

## Academic Distress Pre-Evaluation Form

District: Little Rock School District  
 School: Hall High School  
 School Improvement Specialist: Richard W Wilde  
 Data Review Team: John Harris, Richard Wilde, Janie Hickman, Chante'le Williams  
 Date: 8 / 14 / 14

Data Findings	Additional Information Needed	Proposed On-Site Team
<p>Less than 90 percent of the students participated in the state EOC math assessments.</p> <p>Approximately 90 percent of the students assessed in the three year trend data were identified in a TAGG component group.</p>	<p>Do students see relevance in the testing process? What is the school leadership doing to increase participation?</p> <p>How are teachers supported in understanding, relating to, and engaging students identified as TAGG?</p>	<p>Team should include expertise in teacher evaluation and supervision or expertise in Professional Development. Team should include district level administrator for accountability or school improvement.</p>
<p>Three year trend data in math identified no significant difference in “all students” and “TAGG” students with both slightly below 40 percent proficient.</p>	<p>How was the alignment between written curriculum, teaching activities, and assessment evaluated? How is the level of student engagement in learning being evaluated? How does the staff PD plan ensure teachers will be skilled in various instructional strategies?</p>	<p>Team should include expertise in curriculum alignment.</p>

<p>Preliminary 2014 math assessment data suggests no improvement on the trend data in algebra or geometry.</p> <p>Three year trend data in the state 11<sup>th</sup> grade literacy assessment identified that both “all students” and “TAGG” were approximately 40 percent proficient.</p> <p>English Language Learners and Students with Disabilities trend data reflected Literacy Proficiency below 30 percent.</p> <p>2013-2014 IMO reports reflect concerns with instructional staff commitment for high expectations, urgency, and working as a team.</p> <p><u>*Trend data taken from ESEA reporting documents.</u></p>	<p>ADE has provided support for two years via SIS services. What improvement efforts have been implemented at the school level? Where improvement efforts in alignment with the PIP?</p> <p>What specific actions have been implemented to improve outcomes with ELL and SWD?</p> <p>What leadership actions have been implemented to create a sense of urgency?</p>	<p>Team should include prior SIS.</p> <p>Team should include expertise in teaching ELL or SWD or both.</p> <p>Team should include expertise in professional development or school culture building.</p>
---	--	---


# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 11/03/2011

## District and School Information

District:	LITTLE ROCK SCHOOL DISTRICT	School:	HENDERSON MIDDLE SCHOOL
LEA:	6001	LEA:	6001013
Superintendent:	MORRIS HOLMES	Principal:	STEPHEN GEURIN
Address:	810 W. MARKHAM ST	Address:	401 JOHN BARROW RD.
City:	LITTLE ROCK, AR 72201	County:	PULASKI
Phone:	501-447-1002	Phone:	501-447-2800

## Overall School AYP Information

2011 AYP Status: State Directed (SD-8)

Met Standards for Mathematics:	NO	Overall Math Status:	SI_8
Met Standards for Literacy:	NO	Overall Literacy Status:	SI_8
Met Standards for Attendance:	YES	Overall Attend Status:	MS

Prior Year AYP Status: State Directed (SD-7)

AYP Group:	6 - 8	Attendance Goal:	91.13%	Smart Accountability Index:	23.1%
Grade Range:	6 - 8	Met Attendance Goal:	YES	Number of Groups Met AYP:	3
Minimum N*:	40	Qtrs. 1-3 Average ADM:	702.58	Number of Groups ≥ 40:	13

## Summary of Subgroup Adequate Yearly Progress for 2011

	Math		Literacy			Math	Literacy
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth
<b>Combined</b>	No	No	No	No	█	No	No
<b>African American</b>	No	No	No	No	█	No	No
<b>Hispanic</b>	No	No	No	Yes	█	No	No
<b>Caucasian</b>	No	No	NA	NA	█	No	NA
<b>Economically Disadvantaged</b>	No	No	No	No	█	No	No
<b>LEP</b>	No	Yes	No	Yes	█	No	No
<b>Students with a Disability</b>	No	No	No	No	█	No	No

## Percent Tested Results for Overall and Subgroups

	Combined	African American	Caucasian	Hispanic	Economically Disadvantaged	LEP	Students with a Disability
LITERACY	YES	YES	YES	YES	YES	YES	YES
MATH	YES	YES	YES	YES	YES	YES	YES

\*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT Report Completed: 11/03/2011  
 HENDERSON MIDDLE SCHOOL AYP Status: State Directed (SD-8)  
 Math AMO: 73.41 Literacy AMO: 75.70

## SUB-GROUP AYP STATUS

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
<b>COMBINED POPULATION</b>								
# Proficient	346	293	346	325	290	261	982	879
# Attempted	796	709	820	701	669	600	2285	2010
% Proficient	43.5	41.3	42.2	46.4	43.3	43.5	43	43.7
AYP Status	SI_M	SI_2	SI_5	SI_3	SI_6	SI_4	SI_6	SI_4
<b>AFRICAN-AMERICAN POPULATION</b>								
# Proficient	263	241	249	251	215	200	727	692
# Attempted	664	599	659	572	542	493	1865	1664
% Proficient	39.6	40.2	37.8	43.9	39.7	40.6	39	41.6
AYP Status	SI_M	SI_2	SI_5	SI_3	SI_6	SI_4	SI_6	SI_4
<b>HISPANIC POPULATION</b>								
# Proficient	38	24	58	39	38	34	134	97
# Attempted	71	62	95	76	64	55	230	193
% Proficient	53.5	38.7	61.1	51.3	59.4	61.8	58.3	50.3
AYP Status	SI_M	SI_M	MS	SI_M	A	MS	A	MS
<b>CAUCASIAN POPULATION</b>								
# Proficient	23	18	28	26	21	19	72	63
# Attempted	36	29	49	40	41	38	126	107
% Proficient	63.9	62.1	57.1	65	51.2	50	57.1	58.9
AYP Status	NA	NA	A	A	SI_1	NA	SI_1	SI_1
<b>ECONOMICALLY DISADVANTAGED POPULATION</b>								
# Proficient	280	245	299	283	252	225	831	753
# Attempted	681	614	727	630	601	540	2009	1784
% Proficient	41.1	39.9	41.1	44.9	41.9	41.7	41.4	42.2
AYP Status	SI_M	SI_5	SI_5	SI_6	SI_6	SI_7	SI_6	SI_7
<b>LIMITED ENGLISH PROFICIENT POPULATION</b>								
# Proficient	27	11	40	27	42	32	109	70
# Attempted	58	52	76	66	71	60	205	178
% Proficient	46.6	21.2	52.6	40.9	59.2	53.3	53.2	39.3
AYP Status	MS	MS	MS	MS	MS	MS	MS	MS
<b>STUDENTS WITH DISABILITIES</b>								
# Proficient	4	3	8	2	10	7	22	12
# Attempted	93	93	89	89	78	76	260	258
% Proficient	4.3	3.2	9	2.2	12.8	9.2	8.5	4.7
AYP Status	SI_6	SI_6	SI_7	SI_7	SI_8	SI_8	SI_8	SI_8

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT Report Completed: 11/03/2011  
 HENDERSON MIDDLE SCHOOL AYP Status: State Directed (SD-8)  
 Math AMO: 73.41 Literacy AMO: 75.70

In order to be eligible for Safe Harbor (SH), eligibility must be met for:  
 Percent Tested (95.0%), Attendance Rate (91.13%) and Proficiency Change 10-11

COMBINED POPULATION	Math Eligible?	Literacy Eligible?
Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( 1.2)	NO( -2.9)
2010-2011 AYP STATUS	SI_6	SI_4

## AFRICAN-AMERICAN POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( 1.9)	NO( -3.3)
2010-2011 AYP STATUS	SI_6	SI_4

## HISPANIC POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( -1.7)	YES
2010-2011 AYP STATUS	A	MS (SH)

## CAUCASIAN POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( -5.9)	NO(-15.0)
2010-2011 AYP STATUS	SI_1	NA

## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( 0.8)	NO( -3.3)
2010-2011 AYP STATUS	SI_6	SI_7

## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	YES	YES
2010-2011 AYP STATUS	MS (SH)	MS (SH)

## STUDENTS WITH DISABILITIES

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( 3.8)	NO( 7.0)
2010-2011 AYP STATUS	SI_8	SI_8

\* (SH) indicates that Safe Harbor has been applied to status determination.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT Report Completed: 11/03/2011  
 HENDERSON MIDDLE SCHOOL AYP Status: State Directed (SD-8)  
 Math AMO: 73.41 Literacy AMO: 75.70

## SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

### Math

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	669	290	43.3	14	45.4	No
Af.Amer.	542	215	39.7	10	41.5	No
Hispanic	64	38	59.4	1	60.9	No
Caucasian	41	21	51.2	3	58.5	No
Econ.Dis.	601	252	41.9	14	44.3	No
LEP	71	42	59.2	4	64.8	No
Stud.Dis.	78	10	12.8	NA	12.8	No

### Literacy

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	600	261	43.5	16	46.2	No
Af.Amer.	493	200	40.6	15	43.6	No
Hispanic	55	34	61.8	NA	61.8	No
Caucasian	38	19	50	1	52.6	NA
Econ.Dis.	540	225	41.7	15	44.4	No
LEP	60	32	53.3	1	55	No
Stud.Dis.	76	7	9.2	1	10.5	No

\*Note 1: The number of below proficient students who met their growth increment is added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

\*\*Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

\*\*\*Note 3: For schools with grades 4-8 students NA indicates that no students who were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

## ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	688.75	661.40	654.90	668.35
Average Daily Membership:	719.65	701.40	686.70	702.58

## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: LITTLE ROCK SCHOOL DISTRICT	Superintendent: MORRIS HOLMES
School: <b>HENDERSON MIDDLE SCHOOL</b>	Principal: STEPHEN GEURIN
LEA: 6001013	Grades: 06 - 08
Address: 401 JOHN BARROW RD. LITTLE ROCK, AR 72205	Enrollment: 676
Phone: 501-447-2800	Attendance Rate: 95.87% (3 QTR AVG)
	Poverty Rate: 88.76%

**Needs Improvement Priority School    Met Year 1 Exit Criteria**

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	715	YES	789	YES
Targeted Achievement Gap Group	655	YES	719	YES
ESEA Subgroups				
	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	598	YES	647	YES
Hispanic	62	YES	75	YES
White	40	YES	46	YES
Economically Disadvantaged	644	YES	706	YES
English Learners	53	YES	64	YES
Students with Disabilities	87	YES	88	YES

Achieving School in Literacy						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
2012 Performance			2012 Growth			
All Students	576	57.12	48.21	535	60.75	50.67
Targeted Achievement Gap Group	519	55.11	46.62	480	58.75	49.41
Three Year Performance			Three Year Growth			
All Students	1877	48.75	48.21	1760	51.76	50.67
Targeted Achievement Gap Group	1714	46.79	46.62	1605	49.97	49.41
ESEA Subgroups			2012 Performance		2012 Growth	
African Americans	478	55.23	45.52	445	58.43	47.90
Hispanic	52	69.23	65.00	48	72.92	65.41
White	33	63.64	54.17	30	73.33	61.56
Economically Disadvantaged	509	55.40	46.53	471	59.24	49.30
English Learners	49	61.22	57.22	46	65.22	61.40
Students with Disabilities	71	9.86	16.78	59	5.08	15.61

Achieving School in Math						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
2012 Performance			2012 Growth			
All Students	650	49.08	48.07	535	44.30	43.74
Targeted Achievement Gap Group	583	47.00	46.64	480	42.71	42.93
Three Year Performance			Three Year Growth			
All Students	2139	44.65	48.07	1768	39.82	43.74
Targeted Achievement Gap Group	1938	42.98	46.64	1613	38.81	42.93
ESEA Subgroups			2012 Performance		2012 Growth	
African Americans	527	44.78	44.70	445	40.67	41.04
Hispanic	65	69.23	62.77	48	60.42	58.49
White	39	64.10	55.29	30	63.33	47.22
Economically Disadvantaged	571	46.94	46.77	471	42.68	43.02
English Learners	60	68.33	62.55	46	63.04	61.16
Students with Disabilities	72	8.33	20.09	59	10.17	17.06

**District:**LITTLE ROCK SCHOOL DISTRICT **Superintendent:**MORRIS HOLMES  
**School:**HENDERSON MIDDLE SCHOOL **Principal:**STEPHEN GEURIN  
**LEA:**6001013 **Grades:**06-08  
**Address:**401 JOHN BARROW RD. **Enrollment:**708  
**LITTLE ROCK, AR 72205** **Attendance (3 QTR AVG):**96.25  
**Phone:**501-447-2800 **Poverty Rate:**89.55

OVERALL SCHOOL STATUS: **PRIORITY**

**PERCENT TESTED**

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	712	724	98.34	711	724	98.20
Targeted Achievement Gap Group	673	685	98.25	672	685	98.10
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	601	612	98.20	601	612	98.20
Hispanic	64	64	100.00	63	64	98.44
White	31	32	96.88	31	32	96.88
Economically Disadvantaged	663	675	98.22	662	675	98.07
English Language Learners	62	62	100.00	61	62	98.39
Students with Disabilities	86	89	96.63	86	89	96.63

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS: <b>NEEDS IMPROVEMENT</b>										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	292	619	47.17	52.92	91.00	275	565	48.67	55.16	93.00
Targeted Achievement Gap Group	263	583	45.11	51.48	91.00	249	532	46.80	54.01	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	882	1795	49.14	52.92	91.00	861	1665	51.71	55.16	93.00
Targeted Achievement Gap Group	780	1655	47.13	51.48	91.00	764	1532	49.87	54.01	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	246	527	46.68	50.48	90.00	236	493	47.87	52.63	90.00
Hispanic	30	54	55.56	68.18	90.00	28	47	59.57	68.55	90.00
White	12	24	50.00	58.33	90.00	8	17	47.06	65.05	90.00
Economically Disadvantaged	260	574	45.30	51.39	90.00	248	526	47.15	53.91	90.00
English Language Learners	27	55	49.09	61.11	90.00	27	45	60.00	64.91	90.00
Students with Disabilities	9	73	12.33	24.34	90.00	4	63	6.35	23.28	90.00

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS: <b>NEEDS IMPROVEMENT</b>										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	228	619	36.83	52.79	92.00	196	565	34.69	48.85	81.00
Targeted Achievement Gap Group	206	583	35.33	51.49	92.00	177	532	33.27	48.12	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	837	1938	43.19	52.79	92.00	652	1667	39.11	48.85	81.00
Targeted Achievement Gap Group	737	1781	41.38	51.49	92.00	579	1534	37.74	48.12	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	181	527	34.35	49.73	90.00	158	493	32.05	46.40	90.00
Hispanic	31	54	57.41	66.15	90.00	27	47	57.45	62.27	90.00
White	11	24	45.83	59.35	90.00	9	17	52.94	52.02	90.00
Economically Disadvantaged	204	574	35.54	51.61	90.00	177	526	33.65	48.20	90.00
English Language Learners	32	55	58.18	65.96	90.00	26	45	57.78	64.69	90.00
Students with Disabilities	3	73	4.11	27.35	90.00	2	63	3.17	24.60	90.00



ARKANSAS  
DEPARTMENT  
OF EDUCATION

## ACADEMIC DISTRESS ADE EVALUATION TEAM RECOMMENDATIONS

District: Little Rock  
 School: Henderson Middle School  
 School Improvement Team Members: Lisa Knoedl, Richard Wilde, Susan Ridings, Tiah Frazier, Roxie Browning, and Chantelle Williams

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goals exists. Implementation of these recommendations alone does not guarantee removal of Academic Distress status.

Evidence/Background/Findings	Recommendations
<p>The ADE Review Team interviewed the newly-appointed building principal for Henderson Middle School. The principal has been an assistant within the district for multiple years. He has established policies and procedures to manage student discipline and has in place an administrative team with defined roles and responsibilities related to student discipline and supervision. However, there is some confusion between the definition of the school leadership team and the school administration team.</p>	<ul style="list-style-type: none"> <li>• The principal should establish a true and effective leadership team consisting of the principal, assistant principals, and teachers who lead the instructional teams and other key professional staff.</li> <li>• The leadership team should have written statements of purpose and by-laws for operating and maintain meeting agendas and minutes.</li> <li>• The leadership team should clearly identify the two to three innovations expected to significantly improve student learning and include the goals and data needed for evaluation of those innovations.</li> </ul>

		<ul style="list-style-type: none"> <li>Plans for improving instructional practice and increasing student achievement should be implemented with the same enthusiasm and detail as the plan for improving discipline has been.</li> </ul>
	<p>Priority schools in Arkansas use the Indistar School Improvement Model as a guide for stellar learning. This model states that units of instruction should include pre/post tests to assess student mastery of standards-based objectives. The ADE Review Team noted a sense of enthusiasm for improvement in the school.</p>	<ul style="list-style-type: none"> <li>The school leadership team should regularly analyze classroom performance data and aggregated classroom observation data. These data should be used to make decisions concerning lesson planning and professional development for specific teachers.</li> <li>More focus is needed on improvement goals. The leadership team should set yearly learning goals based on student progress data and monitor progress towards these goals at least quarterly.</li> </ul>
	<p>Through faculty interviews and classroom walk-throughs, it was determined that a criterion for success has been established by the principal with objectives for standards-based learning clearly posted. Given that the criterion is established, it is important to monitor progress toward meeting the criterion.</p> <p>The ADE Review Team also noted from faculty interviews that some teachers perceive themselves as unable to overcome barriers to learning. In addition, some teachers reported feeling that the district treated them unfairly by assigning large numbers of high-needs students to the school.</p>	<ul style="list-style-type: none"> <li>School leadership should facilitate the development of a system for collecting, analyzing, and utilizing classroom performance data to improve and maintain student achievement.</li> <li>The principal, in collaboration with the Middle School Director, should develop and implement a plan to empower teachers, with the intent to build a school culture and climate of high academic and behavioral expectations for all students.</li> </ul>
	<p>An internal SIS is provided as a .4 FTE employee at the school. The review team noted that the internal SIS is not always included in instructional meetings, planning sessions, and educational decision-making. The internal SIS has been provided by the district to help</p>	<ul style="list-style-type: none"> <li>The internal SIS should be fully utilized to assist administrators to provide instructional leadership for teachers to improve professional practice and increase student achievement.</li> </ul>

	<p>with customized services in meeting Priority Improvement Plan goals and providing guidance and feedback to academic coaches, the leadership team, and the principal.</p>	
--	---	--

## Academic Distress Pre-Evaluation Form

District: Little Rock School District  
 School: Henderson Middle School  
 School Improvement Specialist: Lisa Knoedl  
 Data Review Team: Lisa Knoedl, Richard Wilde, Susan Ridings, John Harris  
 Date: 08/18/2014

Data Findings	Additional Information Needed	Proposed On-Site Team
<p>2013 ESEA Reports indicated that End of Course Math Proficiency fell to 36.83% and Literacy Proficiency fell to 47.17%. Three-year trend data indicates no consistent improvement.</p> <p>Special Education Benchmark scores were well below the State average for the 2012-2013 school year. Only three 8<sup>th</sup>-grade students (18%), one 6<sup>th</sup> grade student and one 7<sup>th</sup> grade student (3-4%) scored Proficient in Literacy ; Only one 6<sup>th</sup>-grade student (1%) scored Proficient in Math while NO 7<sup>th</sup> or 8<sup>th</sup> grader scored Proficient (0%). State data from the 2012-2013 school year indicated an average of 19-24% of special education students scored Proficient/Advanced.</p>	<p>Given the high percentage of students scoring Basic and Below Basic, what is the level of curriculum alignment?</p> <ul style="list-style-type: none"> <li>• How many students are portfolio and how many are Benchmark assessed?</li> <li>• Are special education students self-contained for Math and Literacy courses or are they placed in the general classrooms?</li> <li>• What types of modifications are used and are they being implemented?</li> </ul>	<p>Include expertise in Curriculum Alignment.</p> <p>Include expertise in Special Education Curriculum.</p>

<p>2012-2013 Scholastic Audit Summary Report indicated 'Little or no development and implementation' in <i>Leadership support for a safe learning environment (4.1a)</i> and 'Little or no development and implementation' in <i>Leadership ensures that time is protected (7.1f)</i></p> <p>A new principal has been hired with a plan in place for additional Administration with new responsibilities to cover all areas of safety and discipline.</p> <p>ADE has provided support for two years via SIS services.</p>	<ul style="list-style-type: none"> <li>• What systems are in place to ensure student safety?</li> <li>• Have surveys been conducted and evaluated for students, parents, and staff on safety issues?</li> </ul> <p>What improvement efforts have been implemented at the school level?</p>	<p>No additional expertise in School Environment or Discipline is proposed at this time.</p> <p>Team should include prior SIS.</p>
---	--	--

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 11/03/2011

## District and School Information

District:	LITTLE ROCK SCHOOL DISTRICT	School:	J.A. FAIR HIGH SCHOOL
LEA:	6001	LEA:	6001063
Superintendent:	MORRIS HOLMES	Principal:	CLAUSEY MYTON
Address:	810 W. MARKHAM ST	Address:	13420 DAVID O. DODD RD.
City:	LITTLE ROCK, AR 72201	County:	PULASKI
Phone:	501-447-1002	Phone:	501-447-1700

## Overall School AYP Information

2011 AYP Status: State Directed (SD-8)

Met Standards for Mathematics:	YES	Overall Math Status:	SI_M
Met Standards for Literacy:	NO	Overall Literacy Status:	SI_8
Met Standards for Graduation:	YES	Overall Grad Status:	MS

Prior Year AYP Status: State Directed (SD-7)

AYP Group:	9 - 12	Met Graduation Target of 70%:	YES	Smart Accountability Index:	50%
Grade Range:	9 -12	Met Graduation Goal of 85%:	YES	Number of Groups Met AYP:	3
Minimum N*:	42	Qtrs. 1-3 Average ADM:	832.29	Number of Groups $\geq$ 40:	6

## Summary of Subgroup Adequate Yearly Progress for 2011

	Math		Literacy			Math	Literacy
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth
<b>Combined</b>	No	Yes	No	No		No	No
<b>African American</b>	No	Yes	No	No		No	No
<b>Hispanic</b>	NA	NA	NA	NA		NA	NA
<b>Caucasian</b>	NA	NA	NA	NA		NA	NA
<b>Economically Disadvantaged</b>	No	Yes	No	No		No	No
<b>LEP</b>	NA	NA	NA	NA		NA	NA
<b>Students with a Disability</b>	NA	NA	NA	NA		NA	NA

## Percent Tested Results for Overall and Subgroups

	Combined	African American	Caucasian	Hispanic	Economically Disadvantaged	LEP	Students with a Disability
LITERACY	YES	YES	YES	YES	YES	YES	YES
MATH	YES	YES	YES	NO(92%)	YES	NO(88%)	YES

\*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT Report Completed: 11/03/2011  
 J.A. FAIR HIGH SCHOOL AYP Status: State Directed (SD-8)  
 Math AMO: 73.45 Literacy AMO: 75.81

## SUB-GROUP AYP STATUS

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
<b>COMBINED POPULATION</b>								
# Proficient	85	58	102	56	122	53	309	167
# Attempted	340	184	370	183	289	158	999	525
% Proficient	25	31.5	27.6	30.6	42.2	33.5	30.9	31.8
AYP Status	SI_6	SI_6	SI_7	SI_7	SI_M	SI_8	SI_M	SI_8
<b>AFRICAN-AMERICAN POPULATION</b>								
# Proficient	68	53	87	44	104	45	259	142
# Attempted	295	173	325	155	258	144	878	472
% Proficient	23.1	30.6	26.8	28.4	40.3	31.3	29.5	30.1
AYP Status	SI_6	SI_6	SI_7	SI_7	SI_M	SI_8	SI_M	SI_8
<b>HISPANIC POPULATION</b>								
# Proficient	4	1	4	3	11	4	19	8
# Attempted	19	3	15	14	16	7	50	24
% Proficient	21.1	33.3	26.7	21.4	68.8	57.1	38	33.3
AYP Status	NA	NA	NA	NA	NA	NA	A	NA
<b>CAUCASIAN POPULATION</b>								
# Proficient	9	3	9	8	7	4	25	15
# Attempted	15	5	27	11	15	6	57	22
% Proficient	60	60	33.3	72.7	46.7	66.7	43.9	68.2
AYP Status	NA	NA	NA	NA	NA	NA	MS	NA
<b>ECONOMICALLY DISADVANTAGED POPULATION</b>								
# Proficient	50	32	79	35	102	32	231	99
# Attempted	235	120	306	125	244	120	785	365
% Proficient	21.3	26.7	25.8	28	41.8	26.7	29.4	27.1
AYP Status	SI_6	SI_4	SI_7	SI_5	SI_M	SI_6	SI_M	SI_6
<b>LIMITED ENGLISH PROFICIENT POPULATION</b>								
# Proficient	1	0	2	1	6	2	9	3
# Attempted	10	0	9	6	8	3	27	9
% Proficient	10	NA	22.2	16.7	75	66.7	33.3	33.3
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>STUDENTS WITH DISABILITIES</b>								
# Proficient	17	3	23	7	23	6	63	16
# Attempted	64	17	60	24	41	32	165	73
% Proficient	26.6	17.6	38.3	29.2	56.1	18.8	38.2	21.9
AYP Status	A	NA	MS	NA	NA	NA	MS	A

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT Report Completed: 11/03/2011  
 J.A. FAIR HIGH SCHOOL AYP Status: State Directed (SD-8)  
 Math AMO: 73.45 Literacy AMO: 75.81

In order to be eligible for Safe Harbor (SH), eligibility must be met for:  
 Percent Tested (95.0%), Graduation Rate (70%) and Proficiency Change 10-11

## COMBINED POPULATION

	Math Eligible?	Literacy Eligible?
Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	NO( 2.9)
2010-2011 AYP STATUS	SI_M(SH)	SI_8

## AFRICAN-AMERICAN POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	NO( 2.9)
2010-2011 AYP STATUS	SI_M(SH)	SI_8

## HISPANIC POPULATION

Percent Tested	NO(92%)	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	YES
2010-2011 AYP STATUS	NA	NA

## CAUCASIAN POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	NO( -6.1)
2010-2011 AYP STATUS	NA	NA

## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	NO( -1.3)
2010-2011 AYP STATUS	SI_M(SH)	SI_6

## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested	NO(88%)	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	YES
2010-2011 AYP STATUS	NA	NA

## STUDENTS WITH DISABILITIES

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	NO(-10.4)
2010-2011 AYP STATUS	NA	NA

\* (SH) indicates that Safe Harbor has been applied to status determination.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT Report Completed: 11/03/2011  
 J.A. FAIR HIGH SCHOOL AYP Status: State Directed (SD-8)  
 Math AMO: 73.45 Literacy AMO: 75.81

## SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

### Math

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	289	122	42.2	NA	42.2	No
Af.Amer.	258	104	40.3	NA	40.3	No
Hispanic	16	11	68.8	NA	68.8	NA
Caucasian	15	7	46.7	NA	46.7	NA
Econ.Dis.	244	102	41.8	NA	41.8	No
LEP	8	6	75	NA	75	NA
Stud.Dis.	41	23	56.1	NA	56.1	NA

### Literacy

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	158	53	33.5	NA	33.5	No
Af.Amer.	144	45	31.3	NA	31.3	No
Hispanic	7	4	57.1	NA	57.1	NA
Caucasian	6	4	66.7	NA	66.7	NA
Econ.Dis.	120	32	26.7	NA	26.7	No
LEP	3	2	66.7	NA	66.7	NA
Stud.Dis.	32	6	18.8	NA	18.8	NA

\*Note 1: The number of below proficient students who met their growth increment is added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

\*\*Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

\*\*\*Note 3: For schools with grades 4-8 students NA indicates that no students who were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

## ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	833.93	792.68	754.70	793.77
Average Daily Membership:	863.45	842.28	791.15	832.29

## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: LITTLE ROCK SCHOOL DISTRICT	Superintendent: MORRIS HOLMES
School: <b>J.A. FAIR HIGH SCHOOL</b>	Principal: JEREMY OWOH
LEA: 6001063	Grades: 09 - 12
Address: 13420 DAVID O. DODD RD. LITTLE ROCK, AR 72210	Enrollment: 872
Phone: 501-447-1700	Attendance Rate: 96.32% (3 QTR AVG)
	Poverty Rate: 80.62%

### Needs Improvement Priority School

#### Achieving School Percent Tested

	# Expected Literacy	Literacy	# Expected Math	Math
All Students	158	YES	363	YES
Targeted Achievement Gap Group	129	YES	322	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	142	YES	316	YES
Hispanic	n < 10	n < 10	29	NO(93%)
White	n < 10	n < 10	16	YES
Economically Disadvantaged	123	YES	313	YES
English Learners	n < 10	n < 10	19	YES
Students with Disabilities	36	YES	57	NO(91%)

### Needs Improvement School Graduation Rate

	# Expected Graduates	Percentage	2011 AMO
2011 Graduation Rate			
All Students	248	62.90	71.66
Targeted Achievement Gap Group	174	60.92	73.01
Two Year Graduation Rate			
All Students	510	66.08	71.66
Targeted Achievement Gap Group	354	65.82	73.01
ESEA Subgroups	2011 Graduation Rate		
African Americans	203	66.50	74.21
Hispanic	20	55.00	47.62
White	22	36.36	56.86
Economically Disadvantaged	161	61.49	72.82
English Learners	n < 10	n < 10	n < 10
Students with Disabilities	34	58.82	64.13

#### Achieving School in Literacy

#### Achieving School in Math

	# Attempted	Percentage	2012 AMO	# Attempted	Percentage	2012 AMO
2012 Literacy			2012 Math			
All Students	140	42.14	39.08	282	53.19	47.03
Targeted Achievement Gap Group	114	38.60	34.00	251	53.78	46.99
Three Year Literacy			Three Year Math			
All Students	481	34.93	39.08	941	39.74	47.03
Targeted Achievement Gap Group	371	31.27	34.00	814	39.56	46.99
ESEA Subgroups	2012 Literacy		2012 Math			
African Americans	127	39.37	36.98	243	52.26	45.28
Hispanic	n < 10	n < 10	n < 10	24	45.83	71.35
White	n < 10	n < 10	n < 10	13	76.92	51.11
Economically Disadvantaged	110	40.00	32.78	244	54.51	46.65
English Learners	n < 10	n < 10	n < 10	18	38.89	77.08
Students with Disabilities	32	21.88	25.52	47	61.70	59.76

**District: LITTLE ROCK SCHOOL DISTRICT**    **Superintendent: MORRIS HOLMES**  
 School: J.A. FAIR HIGH SCHOOL    Principal: JEREMY OWOH  
 LEA: 6001063    Grades: 09-12  
 Address: 13420 DAVID O. DODD RD.    Enrollment: 820  
 LITTLE ROCK, AR 72210    Attendance (3 QTR AVG): 96.01  
 Phone: 501-447-1700    Poverty Rate: 78.54

OVERALL SCHOOL STATUS: **PRIORITY**

**PERCENT TESTED**

PERCENT TESTED STATUS: <b>NEEDS IMPROVEMENT</b>						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	132	146	90.41	407	427	95.32
Targeted Achievement Gap Group	123	134	91.79	361	378	95.50
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	113	124	91.13	342	359	95.26
Hispanic	12	12	100.00	31	34	91.18
White				30	30	100.00
Economically Disadvantaged	119	128	92.97	349	365	95.62
English Language Learners	10	10	100.00	25	27	92.59
Students with Disabilities	21	28	75.00	62	66	93.94

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS: <b>NEEDS IMPROVEMENT</b>					
ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	42	118	35.59	44.62	91.00
Targeted Achievement Gap Group	37	110	33.64	40.00	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	154	416	37.02	44.62	91.00
Targeted Achievement Gap Group	116	349	33.24	40.00	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	39	103	37.86	42.71	
Hispanic				64.28	
White				72.23	
Economically Disadvantaged	37	108	34.26	38.89	
English Language Learners				72.23	
Students with Disabilities	2	20	10.00	32.29	

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS: <b>NEEDS IMPROVEMENT</b>					
ESEA Flexibility Indicators	STATUS PERFORMANCE -- MATHEMATICS				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	156	352	44.32	51.84	92.00
Targeted Achievement Gap Group	134	310	43.23	51.81	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	428	928	46.12	51.84	92.00
Targeted Achievement Gap Group	374	815	45.89	51.81	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	128	293	43.69	50.26	
Hispanic	11	29	37.93	73.96	
White	16	27	59.26	55.56	
Economically Disadvantaged	128	298	42.95	51.50	
English Language Learners	10	23	43.48	79.17	
Students with Disabilities	36	57	63.16	63.42	

**2012 SCHOOL GRADUATION RATE**

GRADUATION RATE STATUS: <b>NEEDS IMPROVEMENT</b>					
ESEA Flexibility Indicators	2012 SCHOOL GRADUATION RATE				
	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	130	217	59.91	74.23	94.00
Targeted Achievement Gap Group	96	160	60.00	75.47	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	467	727	64.24	74.23	94.00
Targeted Achievement Gap Group	329	514	64.01	75.47	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	117	191	61.26	76.55	
Hispanic	5	14	35.71	52.38	
White	7	11	63.64	60.78	
Economically Disadvantaged	90	150	60.00	75.29	
English Language Learners				16.67	
Students with Disabilities	24	38	63.16	67.39	



ARKANSAS  
DEPARTMENT  
OF EDUCATION

### ACADEMIC DISTRESS ADE EVALUATION TEAM RECOMMENDATIONS

District: Little Rock  
 School: J.A. Fair High School  
 School Improvement Team Members: Dr. Richard Wilde, Roxie Browning, Tiah Frazier, John Harris, Charlotte Earwood, Lisa Knoedi, and Kyron Jones

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goals exists. Implementation of these recommendations alone does not guarantee removal of Academic Distress status.

	Evidence/Background/Findings	Recommendations
	<p>The ADE Review Team interviewed J.A. Fair's leadership team. Leadership team members did not demonstrate a clear understanding of their purpose inclusive of limited expressions of utilizing research to drive school improvement efforts within the school. Individual efforts were communicated by several team members in an attempt to demonstrate how the team focuses on increasing student achievement. Leadership team members were unable to adequately communicate established goals or a clear plan to prepare the school to reach expected outcomes. School improvement research identifies that a school's leadership team should regularly analyze school performance data, aggregate classroom observation data, use that data to drive decision making about school improvement, and then communicate progress to all stakeholders.</p>	<ul style="list-style-type: none"> <li>• The internal SIS, principal, and district supervisor should collaborate to narrow the focus and accelerate the training and expansion on knowledge of the school improvement process with the school leadership team and faculty.</li> <li>• The leadership team should:             <ul style="list-style-type: none"> <li>➤ establish goals and expected outcomes for student achievement</li> <li>➤ clearly define interventions and actions for achieving established goals</li> <li>➤ develop a method of evaluating effectiveness of interventions</li> <li>➤ communicate a timeline for achieving benchmarks to staff and students</li> <li>➤ provide support through the process.</li> </ul> </li> </ul>

<p>According to J.A. Fair's principal and other staff members, PLC's or instructional teams no longer meet as they have in the past (during planning time throughout the week) as it proved to be unproductive.</p> <p>Further, J.A. Fair's 2014-15 ACSIP states that, Teacher-Led/Student Centered Learning Environment is a nine-step process to be implemented in each classroom. Based on the representative sample of math and literacy teacher interviews conducted by the ADE review team, teachers were unable to adequately communicate the goal, effective implementation, expected outcome, or evaluation of the nine-step process in supporting students who are not achieving in math or literacy.</p> <p>Following the identification of academic distress schools, LRSD published a list of non-negotiables that include: "3. Teachers and other staff must support the vision for the school both intellectually and through their actions. 4. Teachers must plan collaboratively with support from the instructional facilitator, where possible (math and literacy)". The connection of this information was not evident through the communication shared by the leadership team or the teacher focus group interviewed during the visit.</p> <p>The ADE Review Team identified challenges in monitoring student gains and needs due to a lack of common assessments, and/or collaborative instructional planning time. The school improvement process heavily focuses on engaging teachers in ongoing opportunities to set goals, plan, monitor, and evaluate student outcomes based on their collaborative work together in an effort to support student achievement.</p>	<ul style="list-style-type: none"> <li>• The internal SIS, principal, assistant principals, and math &amp; literacy instructional facilitators should engage teachers in maintaining a "laser-like focus" on the following: <ul style="list-style-type: none"> <li>➤ aligning instruction with standards and benchmarks</li> <li>➤ assessing and monitoring student mastery frequently (Unit Pre/Post Tests)</li> <li>➤ differentiating and aligning engaging activities that provide rigor for all learners</li> <li>➤ assessing student learning frequently with standards-based assessments (common formative assessments)</li> <li>➤ utilizing data to drive planning and instruction</li> <li>➤ developing student achievement goals that are communicated with students and parents</li> <li>➤ evaluating methods used to determine the success of goals set for student achievement.</li> </ul> </li> </ul>
---	--

	<p>It was noted that the district took action related to Academic Distress prior to any external review. The district has implemented requirements for:</p> <ol style="list-style-type: none"> <li>a. 30 day action plans at each school site;</li> <li>b. Lesson plan template with professional development and non-negotiable expectation that building administrators review the plans;</li> <li>c. Locally hired School Improvement Specialist at each school identified in Academic Distress;</li> <li>d. Implementation of additional classroom observations with same day electronic feedback provided to teachers.</li> </ol> <p>While these efforts are all researched based, and while it is noteworthy that the district has taken immediate action to address the Academic Distress concerns, there was concern by the ADE review team related to the number of supplemental innovations in contrast with the time for principals to actually work with instructional staff.</p>	<ul style="list-style-type: none"> <li>• The Director of Secondary Education, the internal SIS, the principal, and the school leadership team should review all the improvement initiatives and prioritize the three to four most likely to yield meaningful improvement.</li> <li>• School staff should focus on the three to four innovations most likely to yield meaningful improvement.</li> </ul>
--	---	---

## Academic Distress Pre-Evaluation Form

District: Little Rock School District  
 School: J.A. Fair High School  
 School Improvement Specialist: To Be Determined  
 Data Review Team: Richard Wilde, Susan Riding, John Harris, Kyron Jones, Robert Toney  
 Date: 8 / 15 / 14

Data Findings	Additional Information Needed	Proposed On-Site Team
<p>Ninety percent of the students tested in the state assessments are from a TAGG component group.</p> <p>Three year trend data for state Literacy assessments indicate less than 40 percent of the students are proficient. Preliminary 2014 state assessment scores are consistent with this trend. Ninth grade norm referenced testing placed reading comprehension average at the 30 percentile level.</p> <p>Students with Disabilities data indicated approximately 10 percent were proficient in Literacy. This is in contrast to SWD data indicating 60 percent proficient in Math.</p>	<p>Are teachers supported in understanding, relating to, and engaging students identified as TAGG? How is this accomplished?</p> <p>Given the limited progress identified, how is the alignment between written, taught, and assessed curriculum verified? This question applies to both math and literacy.</p> <p>Given entry skill levels in reading comprehension, what is the specific acceleration plan to address reading skills?</p> <p>What are the differences in the teaching of math and literacy to SWD that may explain the differences in achievement levels?</p>	<p>Team should include expertise in teaching high risk of failure students.</p> <p>Team should include expertise in curriculum alignment.</p> <p>Team should include expertise in teaching of reading at the secondary level.</p>

<p>Three year trend data for state Math assessments indicate approximately 45 percent of the students are proficient. Preliminary data for 2014 assessments suggest a slight decline in math performance. Ninth grade norm referenced testing indicated that the average math performance was also around the 40<sup>th</sup> percentile level.</p> <p>Reports to the State Board indicate all IMOs are being consistently attained, but there is no apparent increase in students proficient .</p>	<ul style="list-style-type: none"> <li>• What grades are being awarded in Math and Literacy?</li> <li>• How are students doing in Math courses beyond geometry?</li> <li>• Is the algebra course supported by additional time or with a supplemental math requirement given entry skill levels.</li> <li>• Are the IMOs reflective of measurements that would indicate improvement in teacher/leader/student skills?</li> <li>• Are PIP actions rigorous and being implemented with fidelity?</li> <li>• Are PIP interventions reasonably calculated to result in improvement of student achievement?</li> <li>• What is the School Leadership hypothesis related to IMO attainment not reflected in student achievement testing?</li> </ul>	<p>Team should include expertise in vertical math alignment.</p> <p>Team should include 2013-2014 SIS.</p>
---	--	--


# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 11/03/2011

## District and School Information

District:	LITTLE ROCK SCHOOL DISTRICT	School:	MCCLELLAN MAGNET HIGH SCHOOL
LEA:	6001	LEA:	6001064
Superintendent:	MORRIS HOLMES	Principal:	MARVIN BURTON
Address:	810 W. MARKHAM ST	Address:	9417 GEYER SPRINGS RD.
City:	LITTLE ROCK, AR 72201	County:	PULASKI
Phone:	501-447-1002	Phone:	501-447-2100

## Overall School AYP Information

2011 AYP Status: State Directed (SD-7)

Met Standards for Mathematics:	NO	Overall Math Status:	SI_7
Met Standards for Literacy:	NO	Overall Literacy Status:	SI_7
Met Standards for Graduation:	YES	Overall Grad Status:	MS

Prior Year AYP Status: State Directed (SD-A-6)

AYP Group:	9 - 12	Met Graduation Target of 70%:	YES	Smart Accountability Index:	28.6%
Grade Range:	9 -12	Met Graduation Goal of 85%:	YES	Number of Groups Met AYP:	2
Minimum N*:	46	Qtrs. 1-3 Average ADM:	928.51	Number of Groups $\geq$ 40:	7

## Summary of Subgroup Adequate Yearly Progress for 2011

	Math		Literacy			Math	Literacy
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth
<b>Combined</b>	No	No	No	No		No	No
<b>African American</b>	No	Yes	No	No		No	No
<b>Hispanic</b>	NA	NA	NA	NA		NA	NA
<b>Caucasian</b>	NA	NA	NA	NA		NA	NA
<b>Economically Disadvantaged</b>	No	No	No	No		No	No
<b>LEP</b>	NA	NA	NA	NA		NA	NA
<b>Students with a Disability</b>	No	Yes	NA	NA		No	NA

## Percent Tested Results for Overall and Subgroups

	Combined	African American	Caucasian	Hispanic	Economically Disadvantaged	LEP	Students with a Disability
LITERACY	YES	YES	YES	YES	YES	YES	YES
MATH	YES	YES	YES	NO(87%)	YES	NO(91%)	YES

\*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT  
 MCCLELLAN MAGNET HIGH SCHOOL  
 Math AMO: 73.45

Report Completed: 11/03/2011  
 AYP Status: State Directed (SD-7)  
 Literacy AMO: 75.81

## SUB-GROUP AYP STATUS

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
<b>COMBINED POPULATION</b>								
# Proficient	88	25	136	76	170	55	394	156
# Attempted	383	131	358	177	392	182	1133	490
% Proficient	23	19.1	38	42.9	43.4	30.2	34.8	31.8
AYP Status	SI_6	SI_6	SI_M	SI_M	SI_7	SI_7	SI_7	SI_7
<b>AFRICAN-AMERICAN POPULATION</b>								
# Proficient	72	20	114	68	148	44	334	132
# Attempted	330	118	321	159	342	157	993	434
% Proficient	21.8	16.9	35.5	42.8	43.3	28	33.6	30.4
AYP Status	SI_6	SI_6	SI_M	SI_M	SI_M	SI_7	SI_M	SI_7
<b>HISPANIC POPULATION</b>								
# Proficient	10	1	13	5	11	6	34	12
# Attempted	39	6	24	10	33	15	96	31
% Proficient	25.6	16.7	54.2	50	33.3	40	35.4	38.7
AYP Status	NA	NA	NA	NA	NA	NA	A	NA
<b>CAUCASIAN POPULATION</b>								
# Proficient	5	2	9	2	10	3	24	7
# Attempted	9	5	13	4	16	8	38	17
% Proficient	55.6	40	69.2	50	62.5	37.5	63.2	41.2
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>ECONOMICALLY DISADVANTAGED POPULATION</b>								
# Proficient	67	20	111	49	144	45	322	114
# Attempted	316	105	307	131	340	154	963	390
% Proficient	21.2	19	36.2	37.4	42.4	29.2	33.4	29.2
AYP Status	SI_6	SI_6	SI_M	SI_M	SI_7	SI_7	SI_7	SI_7
<b>LIMITED ENGLISH PROFICIENT POPULATION</b>								
# Proficient	4	0	0	2	8	1	12	3
# Attempted	18	3	5	4	19	6	42	13
% Proficient	22.2	0	0	50	42.1	16.7	28.6	23.1
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>STUDENTS WITH DISABILITIES</b>								
# Proficient	6	4	20	5	33	4	59	13
# Attempted	57	19	65	18	57	35	179	72
% Proficient	10.5	21.1	30.8	27.8	57.9	11.4	33	18.1
AYP Status	SI_2	NA	SI_M	NA	SI_M	NA	SI_M	A

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT  
 MCCLELLAN MAGNET HIGH SCHOOL  
 Math AMO: 73.45

Report Completed: 11/03/2011  
 AYP Status: State Directed (SD-7)  
 Literacy AMO: 75.81

In order to be eligible for Safe Harbor (SH), eligibility must be met for:  
 Percent Tested (95.0%), Graduation Rate (70%) and Proficiency Change 10-11

## COMBINED POPULATION

	Math Eligible?	Literacy Eligible?
Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( 5.4)	NO(-12.7)
2010-2011 AYP STATUS	SI_7	SI_7

## AFRICAN-AMERICAN POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	NO(-14.7)
2010-2011 AYP STATUS	SI_M(SH)	SI_7

## HISPANIC POPULATION

Percent Tested	NO(87%)	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO(-20.8)	NO(-10.0)
2010-2011 AYP STATUS	NA	NA

## CAUCASIAN POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( -6.7)	NO(-12.5)
2010-2011 AYP STATUS	NA	NA

## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( 6.2)	NO( -8.2)
2010-2011 AYP STATUS	SI_7	SI_7

## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested	NO(91%)	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	NO(-33.3)
2010-2011 AYP STATUS	NA	NA

## STUDENTS WITH DISABILITIES

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	NO(-16.3)
2010-2011 AYP STATUS	SI_M(SH)	NA

\* (SH) indicates that Safe Harbor has been applied to status determination.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT  
 MCCLELLAN MAGNET HIGH SCHOOL  
 Math AMO: 73.45

Report Completed: 11/03/2011  
 AYP Status: State Directed (SD-7)  
 Literacy AMO: 75.81

## SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

### Math

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	392	170	43.4	NA	43.4	No
Af.Amer.	342	148	43.3	NA	43.3	No
Hispanic	33	11	33.3	NA	33.3	NA
Caucasian	16	10	62.5	NA	62.5	NA
Econ.Dis.	340	144	42.4	NA	42.4	No
LEP	19	8	42.1	NA	42.1	NA
Stud.Dis.	57	33	57.9	NA	57.9	No

### Literacy

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	182	55	30.2	NA	30.2	No
Af.Amer.	157	44	28	NA	28	No
Hispanic	15	6	40	NA	40	NA
Caucasian	8	3	37.5	NA	37.5	NA
Econ.Dis.	154	45	29.2	NA	29.2	No
LEP	6	1	16.7	NA	16.7	NA
Stud.Dis.	35	4	11.4	NA	11.4	NA

\*Note 1: The number of below proficient students who met their growth increment is added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

\*\*Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

\*\*\*Note 3: For schools with grades 4-8 students NA indicates that no students who were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

## ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	856.80	837.55	792.35	828.90
Average Daily Membership:	940.30	937.15	908.08	928.51

## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: LITTLE ROCK SCHOOL DISTRICT	Superintendent: MORRIS HOLMES
School: <b>MCCLELLAN MAGNET HIGH SCHOOL</b>	Principal: CLAUSEY MYTON
LEA: 6001064	Grades: 09 - 12
Address: 9417 GEYER SPRINGS RD. LITTLE ROCK, AR 72209	Enrollment: 921
Phone: 501-447-2100	Attendance Rate: 89.87% (3 QTR AVG)
	Poverty Rate: 85.67%

### Needs Improvement Priority School

#### Achieving School Percent Tested

	# Expected Literacy	Literacy	# Expected Math	Math
All Students	206	YES	428	YES
Targeted Achievement Gap Group	171	YES	388	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	177	YES	388	YES
Hispanic	20	YES	27	NO(93%)
White	n < 10	n < 10	10	NO(90%)
Economically Disadvantaged	164	YES	385	YES
English Learners	n < 10	n < 10	20	NO(90%)
Students with Disabilities	35	YES	55	YES

#### Achieving School Graduation Rate

	# Expected Graduates	Percentage	2011 AMO
2011 Graduation Rate			
All Students	241	61.41	52.37
Targeted Achievement Gap Group	184	57.61	53.49
Two Year Graduation Rate			
All Students	420	55.71	52.37
Targeted Achievement Gap Group	320	54.06	53.49
2011 Graduation Rate			
African Americans	209	63.16	52.45
Hispanic	24	54.17	35.83
White	n < 10	n < 10	n < 10
Economically Disadvantaged	178	57.87	53.83
English Learners	12	41.67	8.33
Students with Disabilities	34	55.88	82.54

### Needs Improvement School in Literacy

#### Needs Improvement School in Math

	# Attempted	Percentage	2012 AMO	# Attempted	Percentage	2012 AMO
2012 Literacy			2012 Math			
All Students	182	37.36	36.04	324	41.36	48.09
Targeted Achievement Gap Group	154	33.12	34.44	292	42.81	47.36
Three Year Literacy			Three Year Math			
All Students	541	36.78	36.04	1074	40.97	48.09
Targeted Achievement Gap Group	446	32.74	34.44	955	40.52	47.36
2012 Literacy			2012 Math			
African Americans	157	34.39	34.03	292	40.07	48.00
Hispanic	18	55.56	45.00	20	60.00	38.89
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	147	33.33	35.12	290	43.10	47.15
English Learners	n < 10	n < 10	n < 10	14	50.00	46.93
Students with Disabilities	32	15.63	18.81	43	65.12	61.40

<b>District:</b> LITTLE ROCK SCHOOL DISTRICT	<b>Superintendent:</b> MORRIS HOLMES
School:MCCELLELLAN MAGNET HIGH SCHOOL	Principal:CLAUSEY MYTON
LEA:6001064	Grades:09-12
Address:9417 GEYER SPRINGS RD.	Enrollment:903
LITTLE ROCK, AR 72209	Attendance (3 QTR AVG):91.91
Phone:501-447-2100	Poverty Rate:81.17

OVERALL SCHOOL STATUS: **PRIORITY**

**PERCENT TESTED**

PERCENT TESTED STATUS: <b>NEEDS IMPROVEMENT</b>						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	210	219	95.89	398	426	93.43
Targeted Achievement Gap Group	188	195	96.41	360	384	93.75
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	191	197	96.95	355	378	93.92
Hispanic	11	13	84.62	25	28	89.29
White				15	17	88.24
Economically Disadvantaged	184	191	96.34	358	382	93.72
English Language Learners				16	19	84.21
Students with Disabilities	28	29	96.55	31	31	100.00

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS: <b>ACHIEVING</b>					
ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	82	187	43.85	41.85	91.00
Targeted Achievement Gap Group	72	167	43.11	40.40	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	205	551	37.21	41.85	91.00
Targeted Achievement Gap Group	168	479	35.07	40.40	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	74	168	44.05	40.03	
Hispanic	5	11	45.45	50.00	
White				47.92	
Economically Disadvantaged	71	163	43.56	41.02	
English Language Learners				30.56	
Students with Disabilities	7	22	31.82	26.19	

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS: <b>NEEDS IMPROVEMENT</b>					
ESEA Flexibility Indicators	STATUS PERFORMANCE -- MATHEMATICS				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	134	311	43.09	52.81	92.00
Targeted Achievement Gap Group	122	279	43.73	52.14	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	438	1027	42.65	52.81	92.00
Targeted Achievement Gap Group	396	921	43.00	52.14	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	118	276	42.75	52.73	
Hispanic	9	22	40.91	44.44	
White	5	10	50.00	68.75	
Economically Disadvantaged	121	278	43.53	51.96	
English Language Learners	4	14	28.57	51.76	
Students with Disabilities	22	25	88.00	64.91	

**2012 SCHOOL GRADUATION RATE**

GRADUATION RATE STATUS: <b>ACHIEVING</b>					
ESEA Flexibility Indicators	2012 SCHOOL GRADUATION RATE				
	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	165	224	73.66	56.70	94.00
Targeted Achievement Gap Group	133	175	76.00	57.72	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	399	644	61.96	56.70	94.00
Targeted Achievement Gap Group	306	495	61.82	57.72	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	144	188	76.60	56.78	
Hispanic	12	23	52.17	41.67	
White	8	12	66.67	72.23	
Economically Disadvantaged	129	167	77.25	58.03	
English Language Learners				16.67	
Students with Disabilities	22	30	73.33	84.13	



ARKANSAS  
DEPARTMENT  
OF EDUCATION

## ACADEMIC DISTRESS ADE EVALUATION TEAM RECOMMENDATIONS

District: Little Rock School District

School: McClellan High School

School Improvement Team Members: Kyron Jones, Jeff Dyer, Triah Frazier, Chantelle Williams, and Lisa Knoedl

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goals exists. Implementation of these recommendations alone does not guarantee removal of Academic Distress status.

	Evidence/Background/Findings	Recommendations
	<p>The principal has established a school leadership team that is reflective of the various departments of the school. Members of the leadership team are not able to articulate the team's purpose or explain their role in the school improvement process. Interviews with teachers identified that while all teachers seemed to be aware of the school leadership team, they could not identify how the team had helped improve student outcomes.</p>	<ul style="list-style-type: none"> <li>The principal should clearly communicate the purpose of the school leadership team (SLT), as well as each member's role and responsibilities to all staff members. The SLT should meet twice or more monthly and operate with written statements of purpose and by-laws, establish work plans for the year, and analyze various data sets to determine school improvement interventions and actions.</li> </ul>
	<p>Analyses of student achievement data are often limited to results from annual state-mandated assessments. Data are not analyzed to the student level or used to make instructional decisions.</p>	<ul style="list-style-type: none"> <li>All school teams should regularly analyze and disaggregate school and/or classroom performance data and use that data to make decisions about lessons, units of instruction, and specific professional development needs.</li> </ul>

	<p>Professional development does not appear to be driven by analyses of teacher needs based on student progress and/or lack of progress.</p>	<ul style="list-style-type: none"> <li>Professional growth plans should be aligned with teacher needs as determined by the progress of students.</li> </ul>
	<p>Instructional teams do not have a work plan inclusive of developing common units with pre/post tests. Student progress is not monitored in seven to 15 day increments, with instructional teams reviewing the data to identify re-teaching groups, emphasis for the next unit, and professional development needed in order to fully engage all students.</p>	<ul style="list-style-type: none"> <li>District/school leadership should facilitate the development of curriculum documents that align curriculum, instruction, and assessments, including pre- and post- unit tests, to Arkansas Frameworks. Instructional teams should analyze classroom assessment data to plan interventions and enrichment for all students.</li> </ul>
	<p>During interviews with instructional staff, information was shared concerning the level of proficiency of students coming to McClellan from various middle schools across the district. Students come to McClellan from four different middle schools. The achievement level of most students coming to the high school is low. Student achievement data has not been analyzed to determine if the issue is with the alignment of the curriculum or instructional delivery.</p>	<ul style="list-style-type: none"> <li>District leadership should develop a process to ensure smooth transitions between middle and high school that identifies specific student needs and eliminates gaps/overlaps in curriculum and instruction.</li> </ul>

## Academic Distress Pre-Evaluation Form

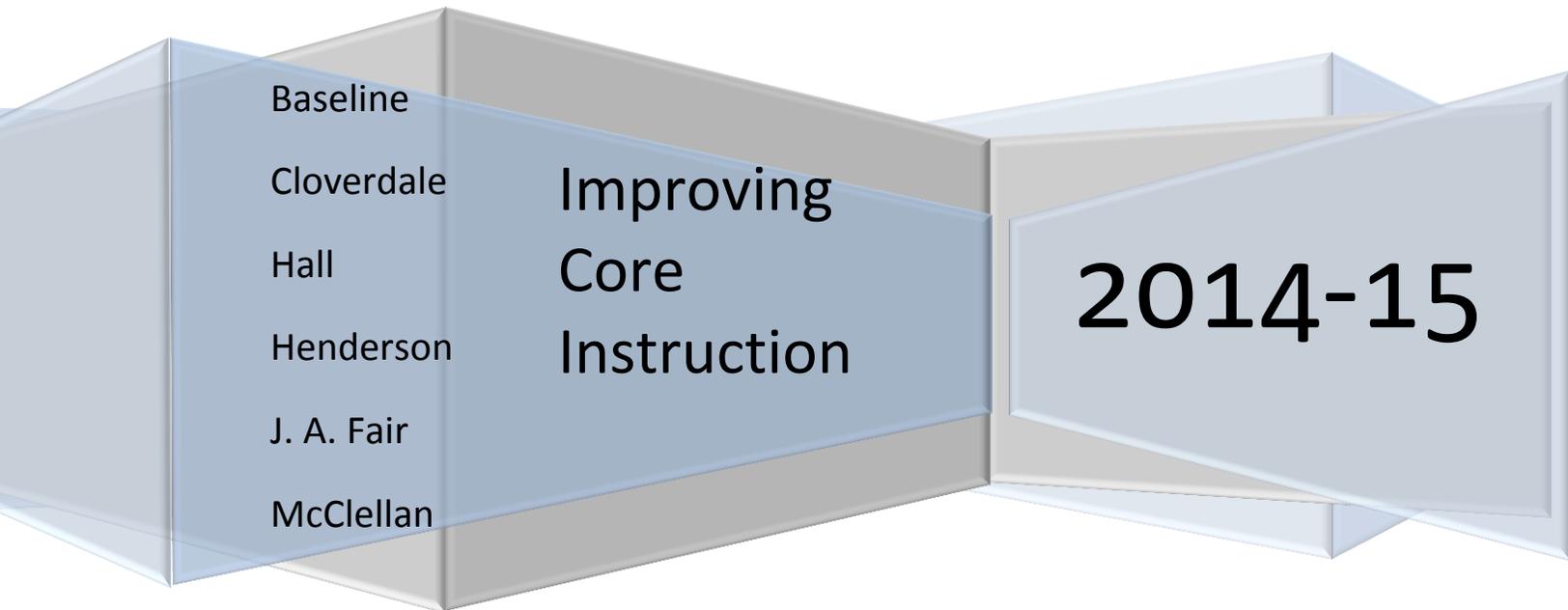
**District:** Little Rock School District  
**School:** McClellan High School  
**School Improvement Specialist:** Kyron V. Jones  
**Data Review Team:** Richard Wilde, John Harris, Janie Hickman, Kyron Jones  
**Date:** August 12, 2014

<b>Data Findings</b>	<b>Additional Information Needed</b>	<b>Proposed On-Site Team</b>
<p><b>Literacy</b> Literacy scores have remained below 40% proficient over the past several years.</p> <ul style="list-style-type: none"> <li>• 2014 – 40%</li> <li>• 2013 – 39%</li> <li>• 2012 – 37%</li> <li>• 2011 – 30%</li> </ul> <p><b>Algebra</b> Algebra scores are consistently low.</p> <ul style="list-style-type: none"> <li>• 2014 – 45%</li> <li>• 2013 – 49%</li> <li>• 2012 – 39%</li> <li>• 2011 – 40%</li> </ul>	<p>Given the high number of non-proficient students, what is the level of curriculum alignment?</p> <p>Is this reflective of a staffing issue?</p> <p>Given the high number of non-proficient students, what is the level of curriculum alignment?</p> <p>Is this reflective of a staffing issue?</p> <p>What is the level of content knowledge of the Algebra teachers?</p> <p>What percent of freshmen were proficient on the 8<sup>th</sup> grade math benchmark exam?</p> <p>What teaching strategies are being used? (Differentiation?)</p>	<p>Expertise in curriculum alignment and assessment.</p> <p>Expertise in Algebra content knowledge, alignment, assessment, and teaching strategies</p>

<p><b><u>Geometry</u></b>          Geometry scores have fluctuated from the years 2011 – 2014.</p> <ul style="list-style-type: none"> <li>• 2014 – 42%</li> <li>• 2013 – 24%</li> <li>• 2012 – 33%</li> <li>• 2011 – 38%</li> </ul> <p><b><u>Students with Disabilities</u></b>          Over the past two years, students with disabilities have scored high in math but low in literacy.</p> <ul style="list-style-type: none"> <li>• Literacy             <ul style="list-style-type: none"> <li>2012 – 15%</li> <li>2013 – 31%</li> </ul> </li> <li>• Math             <ul style="list-style-type: none"> <li>2012 – 65%</li> <li>2013 – 88%</li> </ul> </li> </ul>	<p>Given the high number of non-proficient students, what is the level of curriculum alignment?          Is this reflective of a staffing issue          What is the level of content knowledge of the Geometry teachers?          What teaching strategies are being used? (Differentiation?)          What would explain the upward trend in math and not literacy?          Where do the majority of students with disabilities receive their instruction in math and literacy?          What type of disabilities do the students have?          How many students are assessed using portfolios?</p>	<p>Expertise in Geometry content knowledge, alignment, assessment, and teaching strategies</p> <p>Expertise in special education</p>
---	---	--

# Academic Improvement Plan for Schools on Academic Distress

Little Rock School District



**Table of Contents**

Executive Summary.....1

Background.....4

Goals.....6

Objectives.....7

Action Steps.....8

Action Plan.....11

Appendix A: Classroom Walkthrough Report for 2013-14.....14

Appendix B: Central Office Support Plan.....17

Appendix C: District-assigned School Improvement Specialists.....20

Appendix D: Responsibilities of District Assigned SIS.....21

Appendix E: Schools' 30-Day Plans.....22

Appendix F: Focus Questions for Principals of Academically Distressed Schools.....44

Appendix G: Data Trends for Schools in Academic Distress.....45

## **Academic Improvement Plan for Schools on Distress Little Rock School District**

### **-Executive Summary-**

The Little Rock School District's plan to improve student achievement at the schools on academic distress addresses core instruction using a curriculum that has grade level and K-12 vertical alignment to the Common Core State Standards. The elements in the plan were carefully identified based on data reviewed from each of the schools on academic distress as well as specific recommendations made by the ADE Evaluation Teams. Classroom walkthrough trend data for the past few years raised concerns related to classroom instruction. Few classrooms were highly engaged. The level of instructional rigor was often at the lower levels of knowledge and comprehension rather than higher levels such as analysis, synthesis and evaluation. Also, the predominant mode of grouping, particularly at the secondary level, was whole group and teacher centered. This approach does not provide an environment where students can collaborate and work together as teams, which is a highly-valued skill in the adult workforce. In addition student learning was hampered by classroom disruptions caused by poorly executed rituals and routines or the absence of well-defined classroom procedures.

Curriculum alignment with the Common Core State Standards must be revisited in mathematics and literacy. Arkansas' transition timeline to the Common Core State Standards occurred over a period of several years. Grades K-2 began implementing the standards in 2011-12, grades 6-8 in 2012-13 and grades 9-12 in 2013-14. All the while, the state assessments reflected the Arkansas Curriculum Frameworks. Since the Common Core State Standards should be fully implemented in all grades this year with a new assessment system, re-aligning the district curriculum maps to the standards is warranted. The emphasis on quality instruction must go hand-in-hand with a guaranteed and viable curriculum that meets the content and rigor of the standards.

The district's improvement approach for the schools on academic distress is to ameliorate poor classroom performance in the areas of student engagement, rigor of teaching and learning, and execution of rituals and routines. In addition the district must ensure that the approved curriculum is fully aligned to the Common Core State Standards. Improvement in these areas must start with the most basic responsibility of teachers, one that is often taken for granted, and that is planning. Student engagement that is productive and educational only occurs when the teacher thoughtfully plans for it. Alignment to standards, rigor in the tasks assigned to students, the questions that teachers ask students, the assessments that are used, and the outcomes expected at the end of a lesson are all dependent on the plans that are made before the class period begins. Careful planning is better done by teachers working together in collaborative grade level or subject area groups. Planning is enhanced when it is done with the assistance of a literacy or math facilitator (formerly called academic coaches). The end product of the planning

phase of teaching is a document known as a lesson plan. The lesson plan is the artifact of planning, and it can be analyzed by a trained reviewer to determine if planning has addressed the deficit areas of student engagement, rigor, and student grouping patterns.

Another area of need in improving student achievement in the schools on academic distress is using data to make instructional decisions. The district has no shortage of data; however, team structures with the responsibility to analyze the data, make decisions based on the analysis and implement those decisions is incomplete. The ADE Evaluation Team made recommendations with which we wholeheartedly agree that the schools need a team structure in their school governance process as well as an instructional unit-based progress monitoring system. Administrators and teachers need information about student progress on a much more frequent basis than periodic interim assessments can provide. Unit pre/post assessments can provide this critical data needed for decisions on re-teaching and intervention.

The district appreciates the invaluable insight and recommendations made by the ADE Evaluation Teams. Many of the recommendations were cross-cutting, and the district will take action to address those. Other recommendations were school specific, and the district will support the schools in addressing those areas.

The district plan has these elements:

1. Central office administrators, building administrators, instructional facilitators and teachers will be provided high-quality training on lesson planning, rituals and routines, and classroom observations with feedback.
2. All teachers will prepare written lesson plans with 8 required components. The components are:
  - a. goals/objectives
  - b. methods
  - c. activities and tasks
  - d. assessment
  - e. student grouping
  - f. questioning
  - g. materials and resources
  - h. homework
3. The district will contract with external consultants to audit the mathematics curriculum, K-12, and the secondary literacy curriculum, 6-12. The auditors must be professionals in the content areas of math or literacy, have an in-depth understanding of the Common Core State Standards and have experience with curriculum development and alignment. The auditors will look for gaps and unnecessary duplication in addition to checking transitional alignment from grade to grade. Finally, the auditor(s) will check the degree to which the curricula match the standards in levels of rigor and relevance. The district will use the auditors' findings to re-align the district's curriculum.

4. Administrators and staff at the schools will establish and execute rituals and routines for school and classroom implementation.
5. Principals (and assistant principals) will check lesson plans of all teachers to ensure that they conform to expectations.
6. Principals (and assistant principals) will observe classroom instruction to ensure that instruction matches the lesson plan and to offer constructive evidence-based feedback on the lesson to include implementation of school and classroom rituals and routines. Scripting of lessons will be done electronically, and feedback will be immediate with the push of the send button on the app.
7. Teachers will be assisted in meeting expectations through support given by instructional facilitators, district-assigned school improvement specialists and/or school administrators. Teachers who fail to improve will be placed on an assistance plan that will intensify the support provided.
8. District administrators will monitor the electronic feedback that principals give to teachers to ensure that it is high quality feedback that is evidence based (the feedback is based on the evidence that the administrator has gathered during the classroom observation). Principals will be given evidence-based feedback on their classroom observations by their supervisor, the Associate Superintendent for High Schools, Middle Schools or Elementary Schools.
9. The district has hired a Chief Academic Officer given the charge by the superintendent of assisting the schools on academic distress.
10. The district will assign a curriculum and instruction staff member to each school on academic distress to serve as a school improvement specialist (SIS). The SIS will support the district's plan along with meeting the Arkansas Department of Education's expectations for school improvement specialists. The collaboration among the principal, the district-assigned SIS and ADE support staff is paramount to school improvement.
11. Schools on academic distress will implement an instructional unit-based progress monitoring and response system in math and literacy. This recommendation was made by the ADE Evaluation Team for several of the schools on academic distress.
12. Training and support will be provided to the schools on academic distress for the development of a team structure in the school governance process. Leadership teams, instructional teams and school-community councils will be established/re-invigorated using Marzano's *WiseWays* as a resource. *WiseWays* is part of the state-provided Indistar system. Team purpose, composition and functioning were contained in several recommendations from the ADE Evaluation Teams.
13. Training and support will be provided to the schools on academic distress on how to use the data in our Data Dashboard system as well as other types of data to make instructional decisions.

## **Academic Improvement Plan for Schools on Distress Little Rock School District**

### Background

Dr. Dexter Suggs became superintendent of the Little Rock School District just over one year ago in July, 2013. He was hired to make significant changes in the culture and operation of the district that would lead to increased student achievement. At the same time the three districts in Pulaski County were negotiating a deal with the state to end desegregation funding after four years. The settlement means that the district will lose \$37M in annual funding in three years. The loss of the desegregation funding created a scenario whereby Dr. Suggs had to be a change agent to create better outcomes for students while beginning to significantly reduce expenditures. A major strategy for accomplishing this was to restructure the work of the curriculum and instruction (C&I) team, downsize the central office, and push resources to the schools. The first year was used to study the existing organizational structure in order to develop a more efficient and effective organizational structures for the second year, 2014-15.

In the absence of a position assigned to lead the Curriculum and Instruction Division (C&I) when Dr. Suggs arrived, he assigned his senior administrative team to organize the work of the curriculum and instruction staff so that they were more focused on supporting the principals and teachers at the building level. Curriculum and Instruction staff members were charged with working through principals, thinking differently and broadly to improve student achievement, and expanding what works and eliminating what doesn't. The C&I staff was encouraged to use LRSD curricula rather than installing new programs because there is no "silver bullet" type of program that will lead to sizeable gains in student achievement. Dr. Suggs and his senior staff met with the C&I team every two weeks to help them develop their new vision and mission. During the process a specific plan was developed so that the schools with the greatest needs received the most support from C&I. Staff members were assigned to each high-needs school to provide support and monitoring during the year.

A major goal of the LRSD Board of Directors for the past few years has been to have virtually every student reading on grade level by the end of grade 3. District administrators realized that changes had to be made in the long-time reading intervention that was being used for this goal to be achieved. The reading program was modified and expanded to provide a reading teacher for each elementary school. The modified reading program focuses more on small group intervention rather than the one-on-one tutoring that was the heart of the previous reading intervention program. The new reading initiative will serve all schools and reach many more students who need help in reading proficiently.

Another major change in curriculum and instruction at the building level was to re-create the academic coach position as instructional facilitators. The duties of instructional facilitator will

include providing intervention to various groups of students (low-performing, special education, gifted, etc.) with specific needs that cannot be adequately addressed through core classroom instruction.

Professional development that has occurred in the district over the years has not produced the results that should be reasonably expected. Lack of focused professional development that involves all schools and holds all levels of employees responsible for implementation has been a persistent problem. District administrators worked with an outside professional development provider to tailor professional development on key, district-identified focus areas, which were lesson planning, rituals and routines, and rigor/relevance. Principals were trained first, followed by instructional facilitators and teachers. The in-depth professional development on these topics will be the district-wide focus for the first semester of 2014-15. Procedures are in place to monitor and support the schools as this professional development is implemented.

To provide support for the schools with the greatest needs, several actions were taken. Curriculum staff members were assigned to serve part time as school improvement specialists in the priority schools. The district-assigned school improvement specialists have had on-the-job training for this assignment by working in the priority schools last year and working collaboratively with the ADE School Improvement Specialists. In addition six non-critical positions in the C&I division were eliminated. The staff members in these positions were assigned to vacant positions in the schools. With the C&I staff working in new roles and spread throughout the district, the board approved a new position to lead the C&I division. The Chief Academic Officer will provide leadership, structure, and accountability for the curriculum staff as they serve in multiple roles during the 2014-15 school year.

At the end of Dr. Suggs' first year, the district learned that the state was going to place the majority of the federally-designated "priority schools" in "academic distress." Six of the seven priority schools in the district are in academic distress, which exposes the district to the risk of severe state sanctions. The board was informed of the criteria the state used to place these schools in academic distress and the possible sanctions that might result. Dr. Suggs and his senior administrative team met with the principals of the six schools to explain the expectations for immediate improvement at each school. The district's leadership team facilitated a process whereby the schools on academic distress began development of an improvement plan. This process is ongoing. One immediate outcome of the deliberation with the schools on academic distress was the approval of a Memorandum of Understanding (MOU) with the Little Rock Education Association (LREA) that provides weekly joint planning time for teachers with their instructional facilitators.

The superintendent has directed the C&I division to continue preparations with a sense of urgency for increased implementation of the Arkansas Curriculum Framework (Common Core

State Standards) and the administration of PARCC assessments during 2014-15. Curriculum maps in literacy and mathematics have been updated over the summer to reflect a greater alignment to CCSS. An additional action that will be taken is to have an independent audit of K-12 math and 6-8 literacy curricula to ensure that the alignment is good. District schools field tested PARCC assessment items during 2013-14, took SOAR assessments online, and are planning to check technology capabilities of the district's network this year in preparation for the PARCC assessments.

Dr. Suggs was presented with many immediate challenges when he joined the district as superintendent. Many of the district schools needed to be improved. Six were identified as academically distressed schools. In his first year he worked to transform two persistently low performing schools into something exciting and new. Forest Heights Middle School became Forest Heights K-8 STEM Academy and Geyer Springs Elementary School became Geyer Springs Gifted & Talented Academy. A team is currently in the planning phase for a redesign of Hall High School. The plan, once completed, will be submitted to the board for consideration. Much has been done to address our schools in need, and much remains to be done.

#### Academic Improvement Plan for the Schools on Academic Distress:

The district has developed an academic improvement plan for supporting the six schools on academic distress. The plan to improve student achievement at these schools addresses core instruction using a curriculum that has grade-level and vertical alignment to the Common Core State Standards. The district's plan is dynamic and will evolve and expand during the year as progress is measured. Any good plan has rigorous monitoring, and the plan to support the schools on academic distress is no exception. "Inspecting what we expect" is evident throughout the plan. The plan has goals and objectives that are challenging but attainable.

#### Goals for the Academic Improvement Plan for the Schools on Academic Distress:

1. The schools on academic distress will meet the criteria to be removed from that designation within three years.
2. The principal at each school on academic distress will become the instructional leader of a faculty that plans and implements quality, rigorous lessons that engage students and lead to improved student achievement.
3. The district-approved curriculum for grades K-12 will be fully aligned with the Common Core State Standards, both in content and rigor.
4. A safe, orderly and academically productive environment will exist in each classroom and the school as a whole through establishing and enforcing rituals and routines throughout the school.

5. The schools on academic distress will establish and/or maintain a team structure that includes effective leadership teams that share in decisions of real substance pertaining to school improvement and professional development needs.

Objectives for Year One:

1. The combined student achievement on state math and literacy exams will exceed 55% proficient/advanced **each** year for 2015, 2016 and 2017 at each school on academic distress.
2. The district-approved curriculum will be fully aligned with the Common Core State Standards.
3. Student academic growth will increase by an average of 50% from pre- to post- on common unit pre/posttests given by math and English teachers at schools on academic distress before/after each instructional unit.
4. The percentage of teachers who will get multiple levels of evidence-based feedback on their teaching performance will be 100%.
5. The percentage of teachers placed on the assistance phase of the teacher evaluation process at each of the schools on academic distress will be at least 5% for each of the next three years.
6. On a post survey at mid-year the percentage of teachers who respond that they are highly confident in applying each of the eight components the district requires in a lesson plan will increase by at least 10%.
7. The responses of principals at the schools on academic distress to a set of questions posed by the district-assigned school improvement specialists will indicate a growing positive trend each quarter about how lesson planning, rituals and routines and classroom observations with feedback are impacting the school. The success of this objective will be determined by statements given to the set of questions each quarter by the principals (and transcribed by the SISs).
8. The Leadership Team (LT) at each school on academic distress will meet the following expectations each quarter as indicated by evidence from LT agendas and minutes and faculty surveys.
  - a. The leadership team will consist of the principal, teachers that are reflective of the various grades and/or subject areas, and other key professional personnel.  
(minutes)
  - b. The team meets at least twice a month for an hour or more. (minutes)

- c. The LT will use school performance data and aggregated classroom observation data to make decisions about school improvement and professional development needs. (agendas and minutes)
- d. The faculty and staff will understand the purpose of the LT team. (survey)
- e. The LT will serve as a conduit of communication to/from the faculty and staff. (survey)

### Action Steps for the Academic Improvement Plan for Schools on Academic Distress

1. Analyze aggregated CWT data to identify areas that have consistently been problems for the schools on academic distress over a period of time. (Appendix A)

Outcome: Student engagement, student grouping format, instructional rigor, and rituals and routines were identified as problem areas on aggregated classroom walk-through reports.

2. Establish an approach to improve the areas of need identified from the CWT data.

Outcome: Senior district administrators and curriculum & instruction staff members collaborated on how to improve these problem areas last spring. They recognized that instructional rigor, student engagement and student grouping format all flow from good lesson planning and implementation. A focus on rituals and routines across classrooms in all schools in the district can improve discipline and give students more quality time to learn.

3. Review the literature for educational practices that produce large effect sizes (i.e., have a large impact on student achievement).

Outcome: The effect size for feedback (information provided by an agent regarding aspects of one's performance and/or understanding) is 0.74, a large effect size. The "agent" can be a school principal making regular classroom visits and providing formative and summative feedback to teachers.

4. Establish the framework for an academic improvement plan for schools on academic distress using the foci of lesson planning, rituals and routines and classroom observations with feedback.

Outcome: Goals and objectives for the plan were developed (the goals and objectives are listed at the front of this document).

5. Work with NCS Pearson, Inc. to develop a professional development plan to focus on lesson planning with 8 mandatory components to be included in each plan (goals/objectives, methods, activities and tasks, assessment, student grouping, questioning, materials and resources, and homework), classroom observations with immediate feedback to teachers (this is a best practice for improving teacher performance and student achievement), and rituals and routines.

Outcome: Principals were trained by Pearson for two days in July, instructional facilitators for two days in early August and teachers were trained by their principal and instructional facilitators during the pre-school conference. The training emphasized that principals give feedback to teachers on the quality of the lesson plan, whether instruction follows the lesson plan and whether the lesson plan is aligned with the district-approved curriculum. Implementation of a good lesson plan addresses the rigor and relevance of the lesson, identifies the student grouping patterns that are used (whole group, small group, pairs, individuals), promotes activities that engage students, provides for differentiation of instruction to address all students' learning needs, includes high-level questioning that promotes problem solving and critical thinking and assesses student learning in various ways to determine whether students are achieving the lesson objectives.

6. Implement units of instruction that include a pretest at the beginning and a posttest at the end in math and literacy at all schools to measure student progress.

Intended Outcome: The pre/post-tests will provide feedback to teachers on what re-teaching needs to occur and what intervention is needed to help students acquire the knowledge/skills included in each unit. The district-assigned school improvement specialists as well as the district's C&I staff will help schools with this activity.

7. Identify and implement district support for priority/academically distressed schools.

Outcome: A wide range of support has been and continues to be provided to schools:

- a. The district provided professional development initially on the district's academic improvement plan and will continue to provide follow-up professional development during the year.
- b. The district hired a Chief Academic Officer to coordinate the curriculum and instruction team members in providing services to the schools in distress.
- c. The district developed an extensive 30-day plan for supporting the schools in distress in implementation of the district's academic improvement initiative (Appendix B). Extension and expansion of the plan for remaining periods in the year are underway.
- d. Each school (Fair, Hall, McClellan, Cloverdale, Henderson, Baseline, and Geyer Springs) was assigned a school improvement specialist by the district (Appendix C).

The school improvement specialists have specific roles to meet district as well as state expectations (Appendix D).

- e. Schools were asked to develop 30-day plans. The Associate Superintendents gave the schools feedback on their plans. The plans were revised and resubmitted. They will serve as the schools' action plans for implementing the district's academic improvement initiative for schools on academic distress. (Appendix E)
8. Provide training and support to the principals of the schools on academic distress on the function and operation of effective leadership teams. Following that, the leadership team members will be trained on their roles.

Intended Outcome: The district will provide training and support for principals and leadership team members related to the function and operation of effective leadership teams.

9. Develop a procedure to “inspecting what we expect” on the implementation of the district-wide focus on lesson planning, rituals and routines, and classroom observation with feedback.

Outcome: the following components were developed and/or identified.

- a. An electronic tool was developed to give principals a way to script lessons and provide immediate feedback to teachers on their areas of strength and possible areas for improvement. Once the observation is made the feedback can be made electronically to the teacher. District leaders can also view the observational feedback given to teachers by building administrators. District leaders will give principals feedback on their use of the observation tool. Senior district administrators and curriculum and instruction staff members will co-observe classroom instruction with building administrators. The follow-up conversation will help verify for both parties what is going well and what can be improved in the instruction provided to students.
  - b. Senior administrators and curriculum and instruction staff will engage building leaders with a series of questions designed to get a feel for how well the academic improvement plan is progressing in their schools (Appendix F). If implementation problems arise, support will be provided to the principal to get back on course.
10. Evaluate the implementation and success of the academic improvement plan at the end of each quarter and at the end of the year.

Intended outcome: The plan will be modified and/or extended to continue and maintain the existing components of the plan while adding new components that might be needed.

Little Rock School District  
 Action Plan to Improve Schools on Academic Distress

<b>Step</b>	<b>Action</b>	<b>Tier 1: Person Directly Responsible Tier 2: District Accountability</b>	<b>Completion Date</b>	<b>Assessment</b>
1	Train building administrators, instructional facilitators and teachers on lesson planning, classroom observations with feedback and rituals and routines.	Tier 1: Dr. Lloyd Sain, Director of Leadership and Professional Development; Tier 2: Dennis Glasgow, Associate Superintendent for Accountability	Administrators - July 29-30; Instructional Facilitators - August 4-5; Teachers - August 12-13, 2014	Agendas and Sign-in sheets for training
2	Require teachers to prepare daily lesson plans to include 8 components: goals/objectives, methods, activities and tasks, assessment, student grouping, questioning, materials and resources, homework.	Tier 1: Principals Tier 2: Marvin Burton, Deputy Supt; Dr. Dan Whitehorn, Assoc. Supt; Dr. Sadie Mitchell, Assoc. Supt	From beginning of school year to the end of school year 2014-15	Written lesson plans that meet expectations
3	Contract with external consultant to perform curriculum audit for K-12 mathematics and 6-8 literacy.	Tier 1: Dr. Veronica Perkins, Chief Academic Officer; Tier 2: Dennis Glasgow, Associate Superintendent for Accountability	19-Dec-14	Findings from audit
4	Revise district curriculum maps based on findings from audit	Tier 1: Dr. Veronica Perkins, Chief Academic Officer; Tier 2: Dennis Glasgow, Associate Superintendent for Accountability	26-Feb-14	Revised curriculum maps incorporating audit findings
5	Establish and execute school and classroom rituals and routines.	Tier 1: Principals Tier 2: Marvin Burton, Deputy Supt; Dr. Dan Whitehorn, Assoc. Supt; Dr. Sadie Mitchell, Assoc. Supt	Rituals and routines consistently observed in schools and classrooms by end of 1st 9-weeks	Observations of Tier 2 personnel and feedback reports from classroom obs.
6	Check lesson plans of all teachers to ensure that they conform to expectations.	Tier 1: Principals Tier 2: Marvin Burton, Deputy Supt; Dr. Dan Whitehorn, Assoc. Supt; Dr. Sadie Mitchell, Assoc. Supt	Lesson plans consistently produced as expected by end of 1st 9-weeks	Inspection of lesson plans by Tier 2 personnel

<b>Step</b>	<b>Action</b>	<b>Tier 1: Person Directly Responsible Tier 2: District Accountability</b>	<b>Completion Date</b>	<b>Assessment</b>
7	Observe classroom instruction and give immediate, evidence-based feedback.	Tier 1: Principals Tier 2: Marvin Burton, Deputy Supt; Dr. Dan Whitehorn, Assoc. Supt; Dr. Sadie Mitchell, Assoc. Supt	From beginning of school year to the end of school year 2014-15	Curriculum and Instruction staff will rate feedback given to large sample of randomly selected teachers using a rubric.
8	Provide assistance for teachers who have don't meet expectations.	Tier 1: Principals Tier 2: Marvin Burton, Deputy Supt; Dr. Dan Whitehorn, Assoc. Supt; Dr. Sadie Mitchell, Assoc. Supt	From beginning of school year to the end of school year 2014-15	Assistance plans are produced to outline the areas of need and support to be given.
9	Develop electronic classroom observation and feedback app.	Tier 1: Dr. Lloyd Sain, Director of Leadership and Professional Development; Tier 2: Dennis Glasgow, Associate Superintendent for Accountability	From beginning of school year to the end of school year 2014-15	Copies of electronic feedback, which can be sorted in various ways: by observer, by teacher, by date, by length of time observed.
10	Hire Chief Academic Officer.	Tier 1: Dr. Dexter Suggs, Superintendent; Tier 2: Approval by Board	28-Jul-14	Employment Contract for CAO
11	Assign district staff members to serve as school improvement specialists at schools on academic distress.	Tier 1: Dennis Glasgow, Associate Superintendent for Accountability; Tier 2: Dr. Dexter Suggs, Superintendent	Begin August 11, 2014 and continue throughout year.	ADE SISs interaction with District SISs; weekly report submitted to ADE
12	Implement a unit-based progress monitoring and response system.	Tier 1: Principals Tier 2: Marvin Burton, Deputy Supt; Dr. Dan Whitehorn, Assoc. Supt; Dr. Sadie Mitchell, Assoc. Supt	Begin October 15, 2014 and continue throughout year.	Pre/posttests for units of study; results from pre/posttests.
13	Provide additional training for principals and leadership teams on implementing an effective team structure in the schools.	Tier 1: Dr. Lloyd Sain, Director of Leadership and Professional Development and Dr. Veronica Perkins, Chief Academic Officer; Tier 2: Dennis Glasgow, Associate Superintendent for Accountability	21-Nov-14	Agendas and Sign-in sheets for training

<b>Step</b>	<b>Action</b>	<b>Tier 1: Person Directly Responsible Tier 2: District Accountability</b>	<b>Completion Date</b>	<b>Assessment</b>
14	Establish/re-invigorate a team structure including leadership team, instructional teams and school/community council.	Tier 1: Principals Tier 2: Marvin Burton, Deputy Supt; Dr. Dan Whitehorn, Assoc. Supt; Dr. Sadie Mitchell, Assoc. Supt	End of 1st Semester	Teams meeting schedules, team agendas and minutes
15	Provide training to instructional facilitators on how to use the data in our Data Dashboard system as well as other types of data to make instructional decisions.	Tier 1: Dr. Veronica Perkins, Chief Academic Officer; Tier 2: Dennis Glasgow, Associate Superintendent for Accountability	21-Nov-14	Agendas and Sign-in sheets for training
16	Provide training by the instructional facilitators to teachers on how to use our Data Dashboard system as well as other types of data to make instructional decisions.	Tier 1: Principals Tier 2: Marvin Burton, Deputy Supt; Dr. Dan Whitehorn, Assoc. Supt; Dr. Sadie Mitchell, Assoc. Supt	December 19, 2014	Agendas and Sign-in sheets for training
17	Use data to make instructional decisions at the Instructional Team and Leadership Team levels.	Tier 1: Principals Tier 2: Marvin Burton, Deputy Supt; Dr. Dan Whitehorn, Assoc. Supt; Dr. Sadie Mitchell, Assoc. Supt	By end of 1st semester and continuing throughout the 2014-15 school year.	Evidence from agendas and minutes from team meetings

## Appendix A: Classroom Walkthrough report for Academically Distressed Schools for 2013-14

**filters:**

From: August 19, 2013 1:00:00 PM UTC  
To: June 6, 2014 10:00:00 PM UTC  
Site Scope: McClellan Magnet  
Site Scope: Baseline Elementary  
Site Scope: Cloverdale Magnet  
Site Scope: Hall High  
Site Scope: Henderson Middle  
Site Scope: J.A. Fair Magnet

**comparisons:****report generated at:**

October 3, 2014 6:56:09 PM UTC

**last modified by:**

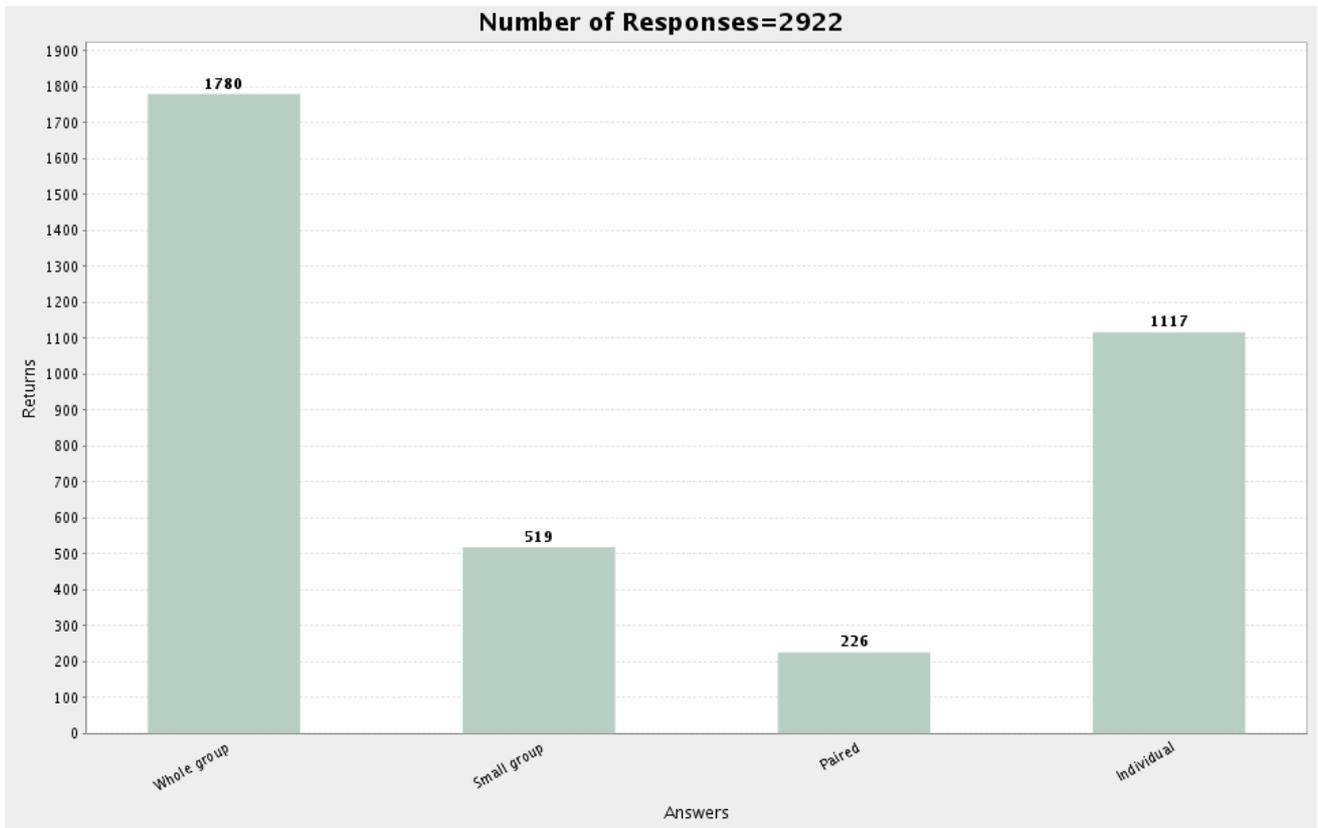
Dennis Glasgow  
October 3, 2014 6:55:46 PM UTC

**number of entries:**

3751

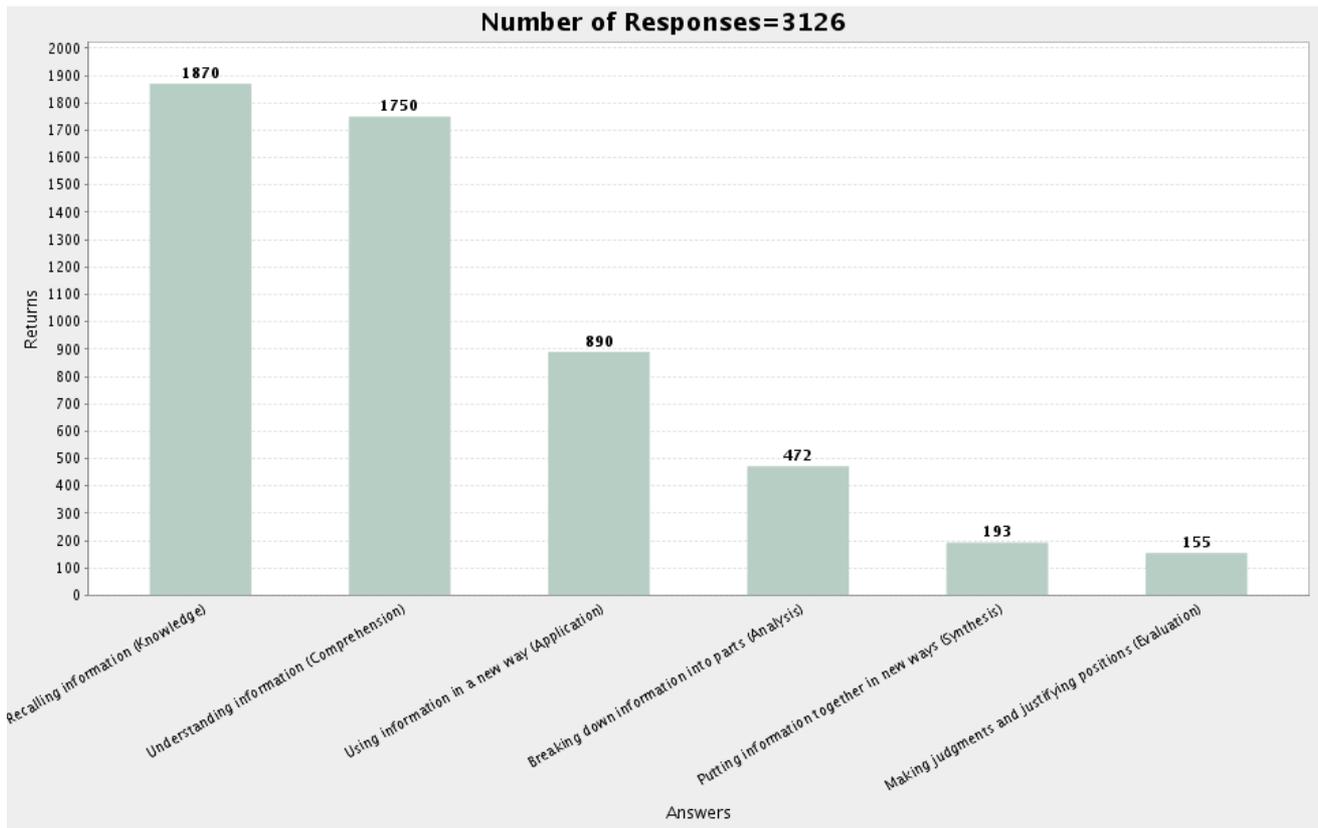
## 2. Focus on Instruction

### 2b. Identify grouping format

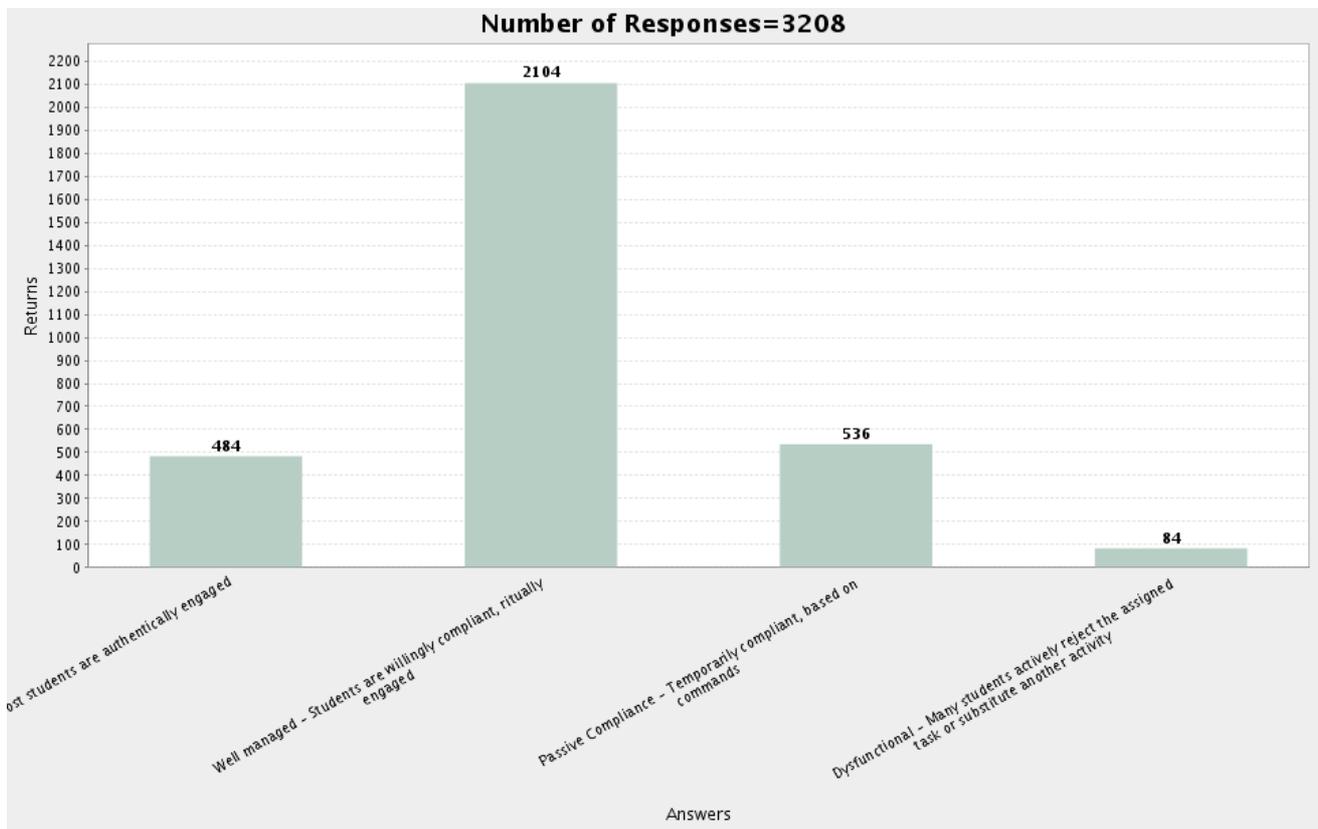


### 3. Focus on the Learner

#### 3c. Determine level(s) of student work



#### 3d. Determine level of class engagement (select one)





a. Delivery and monitoring of the 8 components of lesson plans b. Actions specificity to observing and providing feedback to teachers c. Monitoring of rituals and routines in classrooms	Shoutell Richardson Dan Whitehorn Dr. Karen James Dr. Frederick Fields			Photocopies of plans with feedback attached
8. Provide clarification to leaders at the level meetings around lesson planning, rituals and routines, and observations with feedback expectations.	Dr. Lloyd Sain Dr. Veronica Perkins	09/11/14	10/15/14	Level Meeting Agenda Copies of handouts
9. Allow leaders to review, revise and re-submit their 30 Day Plans by September 18 <sup>th</sup>	Marvin Burton Dr. Sadie Mitchell Shoutell Richardson Dan Whitehorn Dr. Karen James Dr. Frederick Fields	09/12/14	9/18/14	Final Submission of 30-Day Plan
10. Hold regular/weekly meetings with central office leaders to debrief, to progress monitor our work and delivery on action plan, share concerns, and to identify next steps.	Dr. Veronica Perkins Dr. Lloyd Sain	09/15/14	10/17/14	Agendas Minutes
<b>Goal 2 : Create a district-wide focus on essential rituals and routines needed to create settings in schools and in classrooms conducive to learning.</b>				
<b>Specific Actions</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>End Date</b>	<b>Possible Artifacts</b>
11. Support building professional development through collaboration with school leaders and instructional facilitators on the expectations of lesson planning, rituals and routines, and observation collection.	Dr. Veronica Perkins C&I Team	9/8/14	10/17/14	Documented minutes/Anecdotal notes Printed Agendas
12. Conduct informal conversations (minimum 2 per nine weeks) with school principals on sustaining lesson planning, rituals and routines and findings from observational walks and next steps.	Dennis Glasgow Designated Staff via School Assignment List	09/15/14	10/17/14	Written responses to Questionnaire
<b>Goal 3: Implement a district-wide expectation on conducting classroom observations with reflective feedback to increase teacher effectiveness and student achievement.</b>				
<b>Specific Actions</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>End Date</b>	<b>Possible Artifacts</b>
13. Release a Classroom Observation Tool for data collection and feedback for leaders' use in schools	Dr. Lloyd Sain	08/18/14	8/18/14	Live Link to CIS page
14. Review and monitor Classroom Observation Tool data reports to ensure that the observations are being conducted in classrooms.	School Improvement Specialists Key Curriculum	09/15/14	10/17/14	Hard copies of reports Observational notes/findings from review Generated communication

	Directors			
15. Review written feedback of school principals and assistant principals: a) to ascertain the quality of feedback toward teacher growth. b) to determine the extent of alignment between evidence and feedback.	Marvin Burton Dr. Sadie Mitchell Shoutell Richardson Dan Whitehorn Dr. Karen James Dr. Frederick Fields	09/15/14	10/17/14	Generated Communications
16. Conduct co-classroom observation (minimum 2 per nine weeks) with school principals and discuss the experiences with leaders to identify his/her next steps to include but not limited to  a. feedback to teachers b. PD needs c. PGPI linkage d. inclusion of Instructional Facilitators	Associate Superintendent/ Supervisors School Improvement Specialist Designated Staff via School Assignment List	09/15/14	10/17/14	Documented Dates IPAD notes Questionnaire Results Observational Tool Reports via Crystal Report
17. Conduct informal conversations (minimum 2 per nine weeks) with school principals on sustaining lesson planning, rituals and routines and findings from observational walks and next steps.	Dennis Glasgow Designated Staff via School Assignment List	09/15/14	10/17/14	Written responses to Questionnaire
18. Debrief findings and next steps for the next 30 day plan	Dennis Glasgow Dr. Lloyd Sain Dr. Veronica Perkins	10/17/14	10/24/14	Action Plan
19. Hold an interim check-in with district leaders to review evidence and assess progress on our co-observations, informal and delivery of actions.	Dr. Lloyd Sain Dr. Veronica Perkins Dennis Glasgow	10/3/14	10/3/14	Agenda Minutes

## **Appendix C**

### **C&I staff members serving as school improvement specialists at the priority schools:**

Fair High School – Marcelline Carr (High School Math Lead Teacher)

Hall High School – Carol Carter (High School Literacy Lead Teacher)

McClellan High School – Dr. Danny Fletcher (Director of Fine Arts)

Cloverdale Middle School – Dr. Vanessa Cleaver (Director of K-12 Mathematics)

Henderson Middle School – Suzi Davis (Director of Secondary Literacy)

Baseline Elementary School – Natisha Hampton (Elementary SIOPI Instructional Specialist)

Geyer Springs GT Academy – Lori Altschul (Director of Gifted & Talented Programs)

## Appendix D

### **LRSD School Improvement Specialist Responsibilities:**

Collaborates on a regular basis with building leadership (administrators) to improve the instructional program, ensure curriculum implementation and improve student achievement by:

1. Providing technical assistance to improve and implement effective classroom observation, curriculum supervision and improvement of instruction.
2. Providing support to prepare for and implement the PARCC assessments.
3. Providing continuous support for development, revision and implementation of school's ACSIP and PIP and AMO's/IMO's.
4. Collaborating with building leadership and instructional facilitators to provide site-based professional development aligned with the LRSD focuses.
5. Collaborating with building leadership to progress monitor and analyze data to make data-based decisions to improve instruction and student achievement.
6. Providing assistance and guidance in following and implementing district, state and federal laws, rules, policies and guidelines regarding schools designated as academically distressed and priority schools.
7. Collaborating with building principal to implement an effective Leadership Team that is focused on instructional improvement and implementation of ACSIP and PIP.
8. Providing feedback via reports and other means as required by the Superintendent, Board and the Arkansas Department of Education. A weekly report to ADE is one of the required responsibilities.

## Appendix E: Schools' 30-Day Plans



### Baseline 30 Day Action Plan

Specific Actions	Person Responsible	Start Date	End Date	Possible Artifacts
1. Attend pre-school professional development on lesson planning provided by Pearson	Katina Ray, Principal Iciphine Jones, SIS/AP Denise Holley, Literacy Kristi Gonzalez, Math Natisha Hampton, SIS	7/29/2014	7/31/2014	Agendas Power Point Padlet
2. Attend Grade K-2 and 3-5 Establishing Rituals and Routines in-services on District professional development days	Katina Ray, Principal Iciphine Jones, SIS/AP	8/12/2014	8/12/2014	Agenda Evaluations
3. Coordinate and provide initial professional development to Baseline teachers on the 8 essential lesson plan components and rituals and routines expectations	Katina Ray, Principal Iciphine Jones, SIS/AP Denise Holley, Literacy Kristi Gonzalez, Math	8/13/2014	8/13/2014	Sign-in Sheets Agendas
4. Provide specific feedback to teachers concerning the 8 essential components of the lesson plan and rituals and routines	Katina Ray, Principal Iciphine Jones, SIS/AP Natisha Hampton, SIS	8/18/2014	9/30/2014	Observation Data Emails Documented Conferences
5. Provide on-going support and clarification on the 8 elements of the lesson planning components during regularly scheduled vertical and horizontal team meetings	Katina Ray, Principal Iciphine Jones, SIS/AP Denise Holley, Literacy Kristi Gonzalez, Math	8/18/2014	On-going	Agendas Sign-in Sheets
6. Create Baseline Elementary 30 Day Plan	Katina Ray, Principal Iciphine Jones, SIS/AP	8/20/2014	8/20/2014	Submission of 30 Day Plan to Dr. Lloyd Sain and Dr. Mitchell
7. Provide professional development for staff in an effort to promote a positive climate/culture as well as to increase efficacy, content knowledge, and pedagogy.	Katina Ray, Principal Iciphine Jones, SIS/AP Natisha Hampton, SIS Leadership Team	8/21/2014 8/28/2014	On-going	Agendas Sign-in Sheets
<b>Actions:</b> *Train staff on Baseline's School Climate Handbook				

*Rituals and Routines for students and staff *Effective Lesson Planning 8 components/differentiated instruction *Monthly PLC meetings-student engagement (Ms. Icipine Jones) *Monthly PLC meetings-ESL strategies (Ms. Natisha Hampton)				
8. Implement the Classroom Observation Tool for data collection and feedback to teachers	Katina Ray, Principal Icipine Jones, SIS/AP	8/25/2014	On-going	CIS Reports
9. Review and monitor Classroom Observation Tool data reports to debrief, progress monitor, share concerns, and to identify next steps in classrooms	Katina Ray, Principal Icipine Jones, SIS/AP	8/25/2014	On-going	CIS Reports
10. Attend professional development opportunities for administrators on identifying and assessing the 8 elements of planning in various content	Katina Ray, Principal Icipine Jones, SIS/AP	9/11/2014 9/24/2014	On-going	Agenda Sign-in Sheets



**30 DAY ACTION PLAN 08/18/2014-09/30/2014**

<b>Specific Actions</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>End Date</b>	<b>Possible Artifacts</b>
1. Provide initial professional development during preschool to faculty on the 8 essential lesson planning components, rituals and	Wanda Ruffins Karen Greenlee Crystal Braswell Sondra Strong	08/12/14	08/12/14	Agendas Evaluations Power Point Lesson Plan Notebooks
2. Provide professional development to teachers on the classroom observation tool for data collection and reflective feedback for teachers'	Wanda Ruffins David Bernard	08/14/14	08/14/14	Agenda Evaluations Power Point
3. Create School Based 30 day plan.	Wanda Ruffins Administrative Team Leadership Team Staff	08/18/14	08/18/14	Agendas Test Data District Preschool Documents
4. Provide specific feedback to teachers through teaming and collaboration periods for the 30 Day Action Plan and it's action on district's focus areas. a. Delivery and monitoring of 8 components of lesson plans. b. Monitoring of rituals and routines in classrooms. c. Analysis of data to review correlation of evidence observed	Administrative Team Wanda Ruffins Karen Greenlee, David Bernard, Jr. Robin Baylark, Michael Anthony	09/02/14	10/16/14	Agendas Power Point Notes Classroom Observation Tool

<p>5. Provide clarification to teachers at Collaboration, Team Meetings, and Professional Learning Communities, that pertains to lesson planning/rigor, and rituals and routines as determined by district directives.</p>	<p>Wanda Ruffins Karen Greenlee, David Bernard, Jr. Robin Baylark, Michael Anthony, Instructional Facilitators Crystal Braswell, Literacy Sondra Strong, Math</p>	<p>08/12/14</p>	<p>10/16/14</p>	<p>Agendas Evaluations Power Point Lesson Plan Notebooks</p>
<p>6. Hold weekly meetings with Leadership Team members to debrief, to progress monitor, share concerns, and develop action plan for next steps.</p>	<p>Wanda Ruffins Leadership Team</p>	<p>08/14/14</p>	<p>10/16/14</p>	<p>Agenda Leader Developed Materials Notes Supporting Materials/Reports</p>
<p>7. Review written feedback and evidence from Administrative Team's Classroom Observation Tool reports:</p> <ul style="list-style-type: none"> <li>a. To ascertain quality of administrative feedback toward teacher growth.</li> <li>b. To determine extent of alignment between evidence and feedback.</li> </ul>	<p>Administrative Team Wanda Ruffins Karen Greenlee, David Bernard, Jr. Robin Baylark, Michael Anthony</p>	<p>08/18/14</p>	<p>10/16/14</p>	<p>Agenda Leader Developed Materials Notes Supporting Materials/Reports</p>
<p>8. Provide targeted Professional Development to teachers on district focus areas:</p> <ul style="list-style-type: none"> <li>a. Identify and assess 8 elements of lesson planning in various content/elective areas</li> <li>b. Review data for implementation of 8 components of lesson planning.</li> <li>c. Provide reflective feedback to the teacher using data collection, evidence, and PTAS</li> </ul>	<p>Administrative Team Wanda Ruffins Karen Greenlee, David Bernard, Jr. Robin Baylark, Michael Anthony</p>	<p>08/27/14</p>	<p>10/16/14</p>	<p>Agenda Leader Developed Materials Notes Supporting Materials/Reports</p>

<p>9. Plan for Professional Development</p> <p>a. <b>August</b>-Lesson Plans, Rituals and Routines, Universal Rules, Visibility Plan</p> <p>b. <b>September</b>-Goals, Objectives, and Questioning-Social Studies/Literacy Departments</p> <p>c. <b>October</b>-Activities, Materials, Resources, and Grouping-Science/Math Departments</p> <p>d. <b>November/December</b>-Assessment, Methods, and Homework-Fine Arts, CTE, ESL Departments</p> <p>e. <b>January</b>-Assessment and Methods, PARCC format/testing vocabulary</p>	<p>Administrative Team Wanda Ruffins Karen Greenlee, David Bernard, Jr. Robin Baylark, Michael Anthony Instructional Facilitators Crystal Braswell, Literacy Sondra Strong, Math</p>	<p>08/12/14</p>	<p>10/16/20 14</p>	<p>Agenda Leader Developed Materials Notes Supporting Materials/Reports</p>
<p>10. Conduct needs assessment from teachers for Next Steps:</p> <p>a. Professional Development</p> <p>b. PGP linkage</p> <p>c. Inclusion of Instructional Facilitators-Literacy and Math</p>	<p>Administrative Team Wanda Ruffins Karen Greenlee, David Bernard, Jr. Robin Baylark, Michael Anthony</p>	<p>09/02/14</p>	<p>10/16/20 14</p>	<p>Agenda Survey Monkey Notes Supporting Materials/Reports</p>

<p>11. Support building professional development through collaboration with school leaders and instructional facilitators on expectations of lesson planning/rigor, rituals and routines, and observation collection by dissemination from Leadership Team to Collaboration Teams.</p>	<p>Administrative Team Wanda Ruffins Karen Greenlee, David Bernard, Jr. Robin Baylark, Michael Anthony Instructional Facilitators Crystal Braswell, Literacy Sondra Strong, Math</p>	<p>09/03/14</p>	<p>10/16/14</p>	<p>Agenda Leader Developed Materials Notes Supporting Materials/Reports</p>
<p>12. Provide specific on-going professional development within Professional Learning Communities/Collaboration meetings to staff members on lesson planning, content development, and providing effective feedback.</p>	<p>Administrative Team Wanda Ruffins Karen Greenlee, David Bernard, Jr. Robin Baylark, Michael Anthony Instructional Facilitators Crystal Braswell, Literacy Sondra Strong, Math</p>	<p>09/03/14</p>	<p>10/16/20 14</p>	<p>Agenda Leader Developed Materials Notes Supporting Materials/Reports</p>
<p>13. Review survey data provided from the district on delivery of preschool professional development to identify successes, challenges, and next steps for teachers and leadership development.</p>	<p>Administrative Team Wanda Ruffins Karen Greenlee, David Bernard, Jr. Robin Baylark, Michael Anthony</p>	<p>09/12/14</p>	<p>10/16/20 14</p>	<p>Agenda Leader Developed Materials Notes Supporting Materials/Reports</p>
<p>14. Conduct informal conversations with teams during weekly meetings on sustaining lesson planning with fidelity, rituals and routines, and findings from review of data from Classroom Observation Tool so that next steps are identified.</p>	<p>Administrative Team Wanda Ruffins Karen Greenlee, David Bernard, Jr. Robin Baylark, Michael Anthony</p>	<p>08/27/14</p>	<p>10/16/20 14</p>	<p>Agenda Leader Developed Materials Notes Supporting Materials/Reports</p>

<p>15. Review data from initial 30 day plan for next steps on the next 30 day plan.</p>	<p>Administrative Team Wanda Ruffins Karen Greenlee, David Bernard, Jr. Robin Baylark, Michael Anthony Leadership Team</p>	<p>09/19/14</p>	<p>10/16/20 14</p>	<p>Agenda Leader Developed Materials Notes Supporting Materials/Reports</p>
<p>16. Develop and revise the next 30 day plan to improve student achievement, operational efficiency, and review data from Classroom Observation Tool.</p>	<p>Administrative Team Wanda Ruffins Karen Greenlee, David Bernard, Jr. Robin Baylark, Michael Anthony Leadership Team Staff</p>	<p>09/26/14</p>	<p>10/21/14</p>	<p>Agenda Leader Developed Materials Notes Supporting Materials/Reports</p>
<p>17. Conduct walks with district leaders to provide reflective feedback to teachers for improvement in teacher practice</p>	<p>Administrative Team Vanessa Cleaver</p>	<p>09/01/14</p>	<p>10/16/14</p>	<p>Notes from Classroom Walk Through Tool</p>

**45-60 DAY ACTION PLAN**

**Date:** 8/19/2014

**District:** Little Rock School District

**School:** Hall High School

**School Improvement Status:** Priority and Academic Distress

45 to 60 Day Action Plan (Short Term)					
Actions (s)	Person(s) Responsible	Timeline (Must be within 60 day time limitation)	Resources	Funding Source (if applicable)	Evaluation (indicators of achievement)
<b>Goal 1: Implement the 8 required elements of an effective lesson plan school wide.</b>					
<b>Measurable Outcome:</b>					
Provide initial training on the 8-essential components of lesson plans <ul style="list-style-type: none"> <li>• Provided Sample Lesson Plans</li> </ul>	Principal Instructional Facilitators	Aug.12	<ul style="list-style-type: none"> <li>• District 8 Core fundamentals of the lesson Plan</li> <li>• Sample lesson Plans</li> </ul>		Teacher HW assignment is to provide a working copy at meeting on 14 <sup>th</sup> of Aug.
Required the submission of a sample lesson plan from all teachers in order to: <ul style="list-style-type: none"> <li>• Ascertain understanding and application of the 8-essential components.</li> </ul>	All Teachers	Aug.14th	8 essential components, curriculum map		Lesson plan submitted for review
Review at least once all assigned teacher's to determine alignment of 8-essential components and application of teaching and provide feedback.	Principal All A.P.'s IFC's	8-19/10 17	8 essential components,		Reviewed lesson plan of every assigned teacher

45 to 60 Day Action Plan (Short Term)					
Actions (s)	Person(s) Responsible	Timeline (Must be within 60 day time limitation)	Resources	Funding Source (if applicable)	Evaluation (indicators of achievement)
Offer professional development that supports best practices of teaching that supports aligning teaching with planning	Instructional Facilitators	September 2 – October 16	Professional Development plan; Best practice strategies MAXX Strategies Writing Lesson Plans, objectives		PLC minutes; Lesson plans
Provide additional support to teachers on lesson planning through the use of I.F.'s or assigned evaluator.	Shirley Ferguson Angela Jackson All Principals	August 18- May 29	PTAS Manual and District APP		Feedback from the walks, next steps provided, copies of effective lesson plans, teacher/student artifacts of instructional strategies used in the classroom.
<b>Goal 2: Create an environment that is conducive to educating all students to their fullest potential with established rituals and routines.</b>					
<b>Measurable Outcome:</b>					
Provide specific professional development on the establishment of rituals and routines where the following were emphasized: <ul style="list-style-type: none"> <li>• Bell Ringer</li> <li>• Seating Chart</li> <li>• Transitions/ Activities</li> <li>• Procedures</li> </ul>	Principal Instructional Facilitators	Aug.12	<ul style="list-style-type: none"> <li>• Teacher</li> </ul>		Teacher HW assignment is to provide a working copy at meeting on 14 <sup>th</sup> of Aug.
Provide additional support to teachers on rituals and routines through the use of I.F.'s or assigned evaluator.	Shirley Ferguson Angela Jackson All Principals	August 18- May 29	Ptas Manual and District APP		Feedback from the walks, next steps provided, copies of effective lesson plans, teacher/student artifacts of

45 to 60 Day Action Plan (Short Term)					
Actions (s)	Person(s) Responsible	Timeline (Must be within 60 day time limitation)	Resources	Funding Source (if applicable)	Evaluation (indicators of achievement)
					instructional strategies used in the classroom.
Monitor Ritual and routines through Observations.	Principal All A.P.'s IFC's	August 18- May 29			PTAS/D
Disaggregate Category One disciplinary data to identify relationships between rituals and routines and the infractions.	Ms. Artis	Sep 05 – Oct 17	Discipline data		Determine if there is a relationship, take action on findings
Provide follow-up professional development session with teachers to share findings on implementation of rituals and routines and to identify strategies to improve teaching.		8_19?10- 21	Identified Rituals and routines and IFC's		Meet with 100% of teachers
<b>Goal 3: Implement a schedule of classroom observations with reflective teacher feedback to assist teachers in providing the best instructional strategies in order to meet all students' educational needs.</b>					
Observe classrooms at least three times a week to ascertain teacher's implementation of the four (4) identified rituals and routines and provide feedback on strengths and gaps in teaching performances.	Principals Assistant Principals d IFC's	Aug 19 - Oct 16	District APP/PTAS/Identif ied routines and rituals		Review of feedback demonstrates teachers are actively focusing on 4 identified rituals.

45 to 60 Day Action Plan (Short Term)					
<b>Actions (s)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b> (Must be within 60 day time limitation)	<b>Resources</b>	<b>Funding Source (if applicable)</b>	<b>Evaluation (indicators of achievement)</b>
Meet and identify specific teachers in need of interventions and/or technical assistance.	Principal Assistant Principal	8-19/10-17	District APP		Admin team meeting minutes

**Henderson Middle School  
30 Day Action Plan**

**for  
School-based Implementation**

**on**

**Lesson Planning Articulation, Ritual and  
Routines, and  
Classroom Observations with Reflective  
Teacher Feedback**

**Frank T. Williams, Principal**

**Submitted  
September 25, 2014**

## HENDERSON MIDDLE SCHOOL 30 DAY ACTION PLAN

Specific Actions	Person(s) Responsible	Start Date	End Date	Possible Artifacts
<p><b>1. Implement expected rituals and routines</b></p> <p><u>Monday 8/18</u> Policy/Quiet Signal School Rules/Cafeteria Expectations Entering/Exiting Class</p> <p><u>Tuesday 8/19</u> School Discipline Policy/Class Rules Walking in Hallways/Quiet Signal Hall Pass Procedures</p> <p><u>Wednesday 8/20</u> School Discipline policy Quiet Signal Practice Dismissal Procedures Restroom Procedures</p> <p><u>Thursday 8/21</u> Classroom Transitions School/Class Rules</p> <p><u>Friday 8/22</u> Walking in Hallways/Quiet Signal</p> <p><u>Monday 8/25</u> 7/8 grade Assembly Procedures/transition/d dismissal</p> <p><u>Tuesday 8/26</u> 6 Grade Assembly Discipline Policy Cafeteria Expectations</p> <p><u>Wednesday 8/27</u> Entering/Exiting Class Quiet Signal</p> <p><u>Thursday 8/28</u> Classroom Transitions Quiet Signal</p> <p><u>Friday 8/29</u> Discipline Policy Hall Pass Procedures</p> <p><i>Staff and teachers will continue to practice required rituals and routines throughout the first nine weeks</i></p>	<p>Henderson Teachers &amp; Administration</p>	8/18/14	8/29/14	<ul style="list-style-type: none"> <li>• Discipline Plan Power Point</li> <li>• Tardy Policy</li> <li>• Grade Level Assemblies Agenda</li> </ul>
<p><b>2. Provide on- going professional development to certified staff on writing and implementing quality 8 component lesson plans to drive explicit/engaging instruction</b></p>	<p>Frank T. Williams Vekissa Wilson Tamara Rowe Suzi Davis Department Chairs Stephen Fuller Rick Woole Jimmy Smith Jr Darlene Little-Knighten</p>	8/1/14	10/16/14	<ul style="list-style-type: none"> <li>• Department meeting agendas</li> <li>• Lesson Plan Samples</li> <li>• Collaborative meeting minutes</li> <li>• Staff Meeting agendas</li> </ul>
<p><b>3. Conduct daily drop in observations on certified staff members to monitor evidence of rituals and</b></p>	<p>Frank T. Williams Stephen Fuller Rick Woole Jimmy Smith Jr</p>	8/18/14	10/16/14	<ul style="list-style-type: none"> <li>• Classroom Observation Summary Report</li> <li>• Schedule of classroom drop in's</li> </ul>

<b>routines and completion/implementation of lesson plans; provide immediate reflective feedback using LRSD observation tool.</b>	Darlene Little-Knighten			
<b>4. Conduct Classroom Environment Walks (focus on domain 2) to provide feedback to certified teachers on evidence of rituals and routines</b>	Frank T. Williams Stephen Fuller Rick Woole Jimmy Smith Jr Darlene Little-Knighten	8/18/14	10/16/14	<ul style="list-style-type: none"> <li>• Classroom Observation Summary Report</li> <li>• Schedule of classroom drop in's</li> <li>• Classroom Environment Checklist</li> </ul>
<b>5. Review/Monitor use of classroom observation tool</b>	Frank T Williams Central Office Staff	8/18/14	10/16/14	<ul style="list-style-type: none"> <li>• Observation Summary Report</li> <li>• Observation detail Report</li> <li>• Leadership meeting agendas</li> </ul>
<b>6. Walk with district leader to strengthen reflective feedback provided to certified staff</b>	Frank T Williams Suzi Davis Central Office Staff	8/18/14	10/16/14	<ul style="list-style-type: none"> <li>• Observation tool detail summary report</li> <li>• Observation notes</li> </ul>
<b>7. Support classroom teachers on teaching and sustaining rituals and routines</b>	Frank T Williams Stephen Fuller Rick Woole Jimmy Smith Jr Darlene Little-Knighten	8/18/14	10/16/14	<ul style="list-style-type: none"> <li>• Team Meeting Agendas</li> <li>• Grade Level Assembly</li> <li>• Observation tool detail summary report</li> </ul>

# **J. A. Fair High School**

## **30 Day Action Plan**

### **for School-based Implementation on Lesson Planning Articulation, Ritual and Routines, and Classroom Observations with Reflective Teacher Feedback**

**Jeremy Owoh, Principal**

**LaGail Biggs, Assistant Principal**

**Christopher Johnson, Assistant Principal**

**Tonjuna Iverson, Assistant Principal**

**Chase Utley, TOSA**

**Jeremy Green, Parent Coordinator**

**Linda Hall, English Teacher**

**Ann Magee, Foreign Language Teacher**

**Clare Scruggs, Social Studies Teacher**

**Sharon Jackson, Fine Arts Teacher**

**Shanda Macon, CTE Teacher**

**Gerald Harper, Science Teacher**

**Allison McMath, GT Coordinator**

**Dorothy Jones, Counselor**

**Vernita Wells, Counselor**

**Marquis Cooper, Counselor**

**Marcelline Carr, LRSD SIS**

**September 15, 2014**

# JA Fair – 30 Day Action Plan

Specific Actions	Person Responsible	Start Date	End Date	Possible Artifacts
1. Provide Initial Professional Development on Effective Lesson Planning and Rituals & Routines.	Principal, Assistant Principals, Instructional Facilitators	08/12/14	08/12/14	Pre-School In-service Agenda (August 12 <sup>th</sup> ) Daily Lesson Plans Rituals & Routines Posted
2. Follow-up on Effective Lesson Planning in PLCs A. Classroom Observations B. Review during PLCs C. Follow-up PD during Faculty Meetings	Instructional facilitators	08/18/14	01/20/15	PLC Agendas
3. Review the LRSD's Non-Negotiables in order to frame and clearly articulate the instructional expectations for all teachers. (Presented and reviewed with staff. Staff has met and reviewed LRSD non-Negotiables.	Administrative Team and Instructional Facilitators	08/12/14	08/12/14	Faculty Agenda Copies of the LRSD Non-Negotiables
4. Provide clarification to leaders at the faculty meetings around Classroom Rituals and Routines.	Administrative Team; Instructional Facilitators	09/04/14	12/15/14	Faculty Meeting Agenda
5. Plan and implement professional development experiences for teachers to equip teachers to be able to perform their instructional duties as outlined by the LRSD's instructional non-Negotiables.	Administrative Team; Instructional Facilitators	08/12/14	01/15/15	Observation Forms Lesson Plans
6. Focus subsequent observations on the implementation of the 8 components of Effective Lesson Planning and Provide feedback to the teachers (individually).	Administrative Team	08/12/14	Monthly	Observation Forms Lesson Plans
7. Hold regular/monthly meetings with leadership team members to debrief, to progress monitor our work and delivery on action plan, share concerns, and to identify next steps.	Administrative Team; Instructional Facilitators	09/04/14	Monthly	Leadership Team Meeting Agendas; reports on observations
8. Review written feedback of administrators: a) to ascertain the quality of feedback	Administrative Team; Instructional Facilitators	09/08/14	05/15/15	Administrators Meeting Agenda

<p>toward teacher growth.</p> <p>b) to determine the extent of alignment between evidence and feedback.</p>				
<p>9. Provide targeted professional development to Faculty on :</p> <p>Identifying and assessing the 8 elements of planning in various content/elective areas;</p> <p>1. September (Goals, Objectives, &amp; Questioning)</p> <p>2. October – (Activities, Materials, Resources &amp; Grouping)</p> <p>3. November – (Assessment, Methods, &amp; Homework)</p> <p>4. January - (Assessment &amp; Methods)</p>	<p>Administrative Team; Leadership Team members; Instructional Facilitators</p>	<p>09/04/14</p>	<p>01/15/15</p>	<p>Faculty Meeting Agenda</p>



<b>Focus Area</b>	<b>Indicator(s)</b>	<b>Priority needs</b>	<b>Actions addressing needs</b>	<b>Responsible Person(s)</b>	<b>Artifacts</b>
<b>Routines and Rituals</b>	<i>III C08</i>	Creating a culture for teaching and learning	All classrooms will have agreed upon routines and rituals specific to the content areas posted in classrooms (i.e. CCSS 8 mathematical practices (math), DBQ guidelines (Social Studies), WICOR (AVID and Non-Avid classes), Costas Level of Thinking (AVID and Non-AVID classes), AP/Pre-AP Strategies-TPCASTT, SOAPSTONE, Argumentative Essay format, Diction, Syntax), Cornell Notes, etc.	Principal, AP/Pre-AP Coordinator, AVID Coordinators, Assistant Principals, Math Facilitator, Literacy Facilitator	Prep Period PDs handouts, sign-in sheets and reflection journals  Photos of the Posted Items  Teacher reflections regarding student reference/use of the posted items  Student Survey results regarding the posting of these items
	<i>III C04</i>	Creating a culture for teaching and learning	All academy classrooms will have agreed upon norms(rules) posted in all academy classrooms and hallways	Assistant Principals for Sophomore and Freshman Academies, Lead Teachers for Sophomore and Freshman Academies	Photos of the posting of Norms  Student reflection of the norms  Correlation between use of norms and reduction in Category I offenses by academy

**Target Date for Completion of these Actions: 10.29.14**



<b>Focus Area</b>	<b>Indicator(s)</b>	<b>Priority needs</b>	<b>Actions addressing needs</b>	<b>Responsible Person(s)</b>	<b>Artifacts</b>
<b>Routines and Rituals</b>	<b>IIIBo1</b>	<b>Creating a culture for teaching and learning</b>	Communication Logs will be maintained for all students by all teachers. Parents of students who received grades of D or F will be contacted and this documented in the Teacher Communication Log.	All Classroom Teachers	Binders  Audit Sheets as completed by the teacher's evaluating administrator
		<b>Increase communication with parents and guardians</b>	Parents of students with Truancy Issues will be contacted by the Truancy Specialist and this will be documented in the Truancy Communications Log.	Truancy Specialist	Binder  Weekly Audit Sheets completed by this individual's evaluator
			Parents of students who participate in mediation or conflict resolution, receive support services during suspensions, or additional support from the Youth Intervention Specialist will be contacted and this will be documented in the Youth Intervention Support Binder	Youth Intervention Specialist	Binder  Weekly Audit Sheets completed by this individual's evaluator
			Parents of students with repeat tardy violations will be contact by the grade level administrator and this will be documented in the Administrator's Grade Level Tardy Binder		Binder  Audit Sheets completed by the Principal to insure correlation of the information in the discipline records

**Target Date for  
 Completion of these Actions: 10.29.14**



<u>Focus Area</u>	<u>Indicator(s)</u>	<u>Priority needs</u>	<u>Actions addressing needs</u>	<u>Responsible Person(s)</u>	<u>Artifacts</u>
<b>Eight Components of Lesson planning</b>	<b>IIIA02</b>	Establishing a standard for lesson planning <b>COMPLETED</b>	Faculty Pre-School Professional Development regarding: <ul style="list-style-type: none"> <li>• Eight essentials of lesson planning</li> <li>• The use of data to inform lesson planning</li> <li>• Clearing establishing the difference between a lesson plan and a curriculum map/pacing guide</li> <li>• Modeling of plausible instructional strategies</li> </ul>	Principal, Assistant Principals, Instructional Facilitator	Agenda, Sign-In sheets, Survey Results (2) from Survey Monkey, DVD Recording of the Professional Development
	<b>IIIA02</b> <b>IIIA01</b>	Utilization of lesson plans that are tied to student data and intended curriculum	Lesson Plan walks to provide quick inspection of lesson plans  Lesson Plan conferences with teachers to discuss the lesson plans developed and the quality of the lesson plan as the intended curriculum is taught	Principal and Assistant Principals  Principals and Assistant Principals	Lesson Plan Walk Audit Sheets  Lesson Plan Discussion Forms and teacher commentary

**Target Date for Completion of these Actions: 10.29.14**



<b>Focus Area</b>	<b>Indicator(s)</b>	<b>Priority needs</b>	<b>Actions addressing needs</b>	<b>Responsible Person(s)</b>	<b>Artifacts</b>
<b>Eight Components of Lesson planning</b>	<i>IIIA02 IIIA01 IF01</i>	Addressing deficits in lesson planning	PLCs will be held regarding deficiencies in the 8 component of lesson planning	Instructional Facilitators, Lead Teachers, District Content/Curriculum Support Personnel	Agendas, Sign-in sheets, Teacher Feedback and instructional conversations Reflective questions posed in Administrative Classroom walks
			Department Meetings, Academy Meetings and Building Leadership Team Meetings will include presentation of data from classroom app observations in an effort to identify strengths and needs for improvement	Principal, Assistant Principals, Instructional Facilitators, Lead Teachers	Agendas, Sign-in sheets, Minutes, Presentations (ppt, pdfs, etc.), Reflective questions and responses-posed to teachers, administrators, leadership team members, etc.
<b>Providing Feedback and Specificity to Teachers</b>	<i>IE07 IE08 IE09</i>	Establishing a laser-like focus on teacher support needed to enhance effective instruction, student engagement and rigor	Weekly walkthrough Schedules will be established to insure that ALL administrators are conducting Classroom Observation App walks	Principal, Assistant Principals	Weekly walk schedule Weekly Summary of Work Report/Time Audits submitted by Principal and Assistant Principals
			Weekly review of the quality of data collection by Principal and Assistant Principals and the feedback given to teachers	Principal	Printed commentary and feedback from the Classroom Observation App and scoring results utilizing the District rubric
			Weekly meeting with each assistant principal to discuss the number of walks completed, quality of data collection/feedback, and to identify areas of improvement needed	Principal	Completed Weekly Performance Conference Forms for each Assistant Principal

**Target Date for Completion of these Actions: 10.29.14**



<b>Focus Area</b>	<b>Indicator(s)</b>	<b>Priority needs</b>	<b>Actions addressing needs</b>	<b>Responsible Person(s)</b>	<b>Artifacts</b>
<b>Providing Feedback and Specificity to Teachers</b>	<i>IE07 IE08 IE09</i>	Establishing a laser-like focus on teacher support needed to enhance effective instruction, student engagement and rigor	Discussions with teachers regarding their collected results from Classroom Walk App Entries. This will be held by the teacher's evaluator for the year	Principal, Assistant Principals	Conference Forms, Teacher response to reflective questions, Plans of support (as needed), Emails
			Discussions with Facilitators regarding identified strengths and weaknesses found through the analysis of the classroom walkthrough app data for individuals and departments.	Principal, Assistant Principals, Instructional Facilitators	Data aggregation reports by department Data disaggregation report by teacher Plans of Support created for both individual teachers and departments
			Discussions with Department chairs regarding identified strengths and weaknesses found through the analysis of the classroom walkthrough app data for the specific departments.	Principal, Assistant Principals, Department Chairs	Data aggregation reports by department Plans of Action and Focus on support collaboratively created for departments

**Target Date for Completion of these Actions: 10.29.14**

## **Appendix F: Questions to ask principals around their implementation of the District PD focus areas**

1. What have you seen with teachers creating lesson plans based on the 8 components? How many teachers are not preparing lesson plans as directed? How are you dealing with them?
2. What is the level of detail you are seeing in your review of lesson plans to indicate that teachers are writing meaningful plans?
3. When you visited classrooms, what alignment are you seeing between lesson planning and instruction?
4. To what extent do teachers collaborate with other teachers and with instructional facilitators on lesson plan development?
5. Knowing that conducting classroom observations is an expectation, what types of observations have you done with feedback so far? Where are you with assistant principals with observations with feedback?
6. How have teachers reacted to receiving timely feedback from observers?
7. How have the lesson-planning and observations with feedback improved teaching and learning so far?
8. How have teachers implemented rituals and routines at your school? How were the rituals and routines developed? What school-wide rituals and routines were established? In what ways did teachers have the latitude to establish their own unique classroom rituals and routines?
9. What impact do you see at your school from the common focus on rituals and routines?
10. What have you done or thought about doing to celebrate and maintain the impetus on quality implementation of rituals and routines, lesson planning, and classroom observations with feedback.
11. Share how you see the implementation of these focus areas informing the development of teachers' professional growth plans.

# Appendix G: Trend Data for Schools on Academic Distress

## Table of Contents

List of Tables .....	47
List of Figures .....	48
Background .....	51
<b>Baseline Elementary</b> .....	<b>53</b>
Enrollment.....	53
Attendance. ....	54
Academic Performance. ....	55
Student Discipline.....	56
Staff.....	57
<b>Cloverdale Aerospace Technology Conversion Charter Middle School</b> .....	<b>59</b>
Enrollment.....	59
Attendance. ....	60
Academic Performance.....	61
Student Discipline.....	62
Staff.....	63
<b>Henderson Middle School</b> .....	<b>65</b>
Enrollment.....	65
Attendance. ....	66
Academic Performance.....	67

Student Discipline.....	68
Staff.....	68
<b>Hall High School.....</b>	<b>71</b>
Enrollment.....	71
Attendance.....	72
Academic Performance.....	73
Student Discipline.....	74
Staff.....	75
<b>J. A. Fair High School.....</b>	<b>77</b>
Enrollment.....	77
Attendance.....	78
Academic Performance.....	79
Student Discipline.....	80
Staff.....	81
<b>McClellan High School.....</b>	<b>83</b>
Enrollment.....	83
Attendance.....	84
Academic Performance.....	85
Student Discipline.....	86
Staff.....	87

## List of Tables

Table 1	Baseline Average Number of Volunteer Hours per Day in School .....	53
Table 2	Baseline Percent of Teacher Racial Breakdown by Year .....	57
Table 3	Baseline Percent of Teachers Completing 60 Hours of Professional Development.....	58
Table 4	Cloverdale Average Number of Volunteer Hours per Day in School .....	59
Table 5	Cloverdale Percent of Teacher Racial Breakdown by Year .....	63
Table 6	Cloverdale Percent of Teachers Completed 60 Hours of Professional Development ....	64
Table 7	Henderson Average Number of Volunteer Hours per Days in School.....	65
Table 8	Henderson Percent of Teacher Racial Breakdown by Year .....	68
Table 9	Henderson Percent of Teachers Completing 60 Hours of Professional Development ...	70
Table 10	Hall Average Number of Volunteer Hours per Days in School .....	71
Table 11	Hall Percent of Teacher Racial Breakdown by Year .....	75
Table 12	Hall Percent of Teachers Completed 60 Hours of Professional Development.....	76
Table 13	J. A. Fair Average Number of Volunteer Hours per Days in School .....	77
Table 14	J. A. Fair Percent of Teacher Racial Breakdown by Year .....	81
Table 15	J. A. Fair Percent of Teachers Completed 60 Hours of Professional Development.....	82
Table 16	McClellan Average Number of Volunteer Hours per Days in School .....	83
Table 17	McClellan Percent of Teacher Racial Breakdown by Year .....	87
Table 18	McClellan Percent of Teachers Completed 60 Hours of Professional Development...	88

## List of Figures

Figure 1. Baseline ten year span of enrollment by race. ....	54
Figure 2. Baseline ten year span of enrollment by state program.....	54
Figure 3. Baseline student average daily attendance rate over a ten year span. ....	55
Figure 4. Baseline student rate of mobility over a ten year span. ....	55
Figure 5. Baseline percent proficient/advanced by subject over a ten year span. ....	56
Figure 6. Baseline average daily rate of disciplinary incidents or consequences over a ten year span. ....	56
Figure 7. Baseline teacher mobility over a ten year span. ....	57
Figure 8. Baseline teacher average absences by type over a ten year span. ....	58
Figure 9. Cloverdale ten year span of enrollment by race. ....	60
Figure 10. Cloverdale ten year span of enrollment by state program.....	60
Figure 11. Cloverdale student average daily attendance rate over a ten year span. ....	61
Figure 12. Cloverdale student rate of mobility over a ten year span. ....	61
Figure 13. Cloverdale percent proficient/advanced by subject over a ten year span.....	62
Figure 14. Cloverdale average daily rate of disciplinary incidents and consequences over a ten year span. ....	62
Figure 15. Cloverdale teacher mobility over a ten year span. ....	63
Figure 16. Cloverdale teacher average sick days over a ten year span.....	64
Figure 17. Henderson ten year span of enrollment by race. ....	65

Figure 18. Henderson ten year span of enrollment by state program. ....	66
Figure 19. Henderson student average daily attendance rate over a ten year span.....	66
Figure 20. Henderson student rate of mobility over a ten year span. ....	67
Figure 21. Henderson percent proficient/advanced by subject over a ten year span. ....	67
Figure 22. Henderson average daily rate of disciplinary incidents over a ten year span.....	68
Figure 23. Henderson teacher mobility over a ten year span.....	69
Figure 24. Henderson teacher average number of absences by type of leave over a ten year span. .....	69
Figure 25. Hall ten year span of enrollment by race.....	72
Figure 26. Hall ten year span of enrollment by state program.....	72
Figure 27. Hall student average daily attendance rate over a ten year span. ....	73
Figure 28. Hall student rate of mobility over a ten year span.....	73
Figure 29. Hall percent proficient/advanced by subject over a ten year span.. ....	74
Figure 30. Hall average daily rate of disciplinary incidents and consequences over a ten year span. ....	74
Figure 31. Hall teacher mobility over a ten year span. ....	75
Figure 32. Hall average number of absences by type of leave over a ten year span. ....	76
Figure 33. J. A. Fair ten year span of enrollment by race.....	77
Figure 34. J. A. Fair ten year span of enrollment by state program.....	78
Figure 35. J. A. Fair student average daily attendance rate over a ten year span. ....	78
Figure 36. J. A. Fair student rate of mobility over a ten year span.....	79

Figure 37. J. A. Fair percent proficient/advanced by subject over a ten year span. ....	80
Figure 38. J. A. Fair average daily rate of disciplinary incidents and consequences over a ten year span. ....	80
Figure 39. J. A. Fair teacher mobility over a ten year span. ....	81
Figure 40. J. A. Fair teacher average leave of absences over a ten year span. ....	82
Figure 41. McClellan ten year span of enrollment by race. ....	84
Figure 42. McClellan ten year span of enrollment by state program. ....	84
Figure 43. McClellan student average daily attendance rate over a ten year span. ....	85
Figure 44. McClellan student rate of mobility over a ten year span. ....	85
Figure 45. McClellan student percent proficient/advanced by subject over a ten year span. ....	86
Figure 46. McClellan average daily rate of disciplinary incidents and consequences over a ten year span. ....	86
Figure 47. McClellan teacher mobility over a ten year span. ....	87
Figure 48. McClellan teacher mobility over a ten year span. ....	88

## **Academically Distressed School District Report**

### **Background**

The Little Rock School District (LRSD) is the largest school district in the state of Arkansas with more than 25,000 students. It is situated in the heart of the city of Little Rock, sharing boundaries with two neighboring districts—Pulaski County Special School District and North Little Rock School District. LRSD also shares a history of segregation and unequal educational practices with these districts, which resulted in a 30 year desegregation monitoring by the courts, from which the three districts were recently released for sufficiently complying with all aspects of the court order. The LRSD has a healthy partnership with the City of Little Rock, the Regional Chamber of Commerce, and the Public Education Foundation, among other organizations. Despite these partnerships, the district continues to face educational challenges. An urban school district, the LRSD has challenges unique to such a setting including leadership turnover and academic achievement. In the past ten years, the LRSD has seen four superintendents serving between 2 to 3 years, and two interim superintendents. It has struggled to improve academic achievement for all students over the past 13 years as measured by results from the Arkansas ACTAAP system. In 2006, it was labeled as on “Alert” for the struggling achievement of African-American, Economically Disadvantaged, and Disabled students. In subsequent years, the district was labeled by the Arkansas Department of Education (ADE) on a continuum of School Improvement up to Year 4, which required state sanctions, to the recently designated Needs Improvement, which requires some engagement from the state as a result of failing to meet performance, graduation, or growth goals for All students and TAGG students. In 2014, ADE identified six LRSD schools as Academically Distressed. Baseline Elementary, Cloverdale Aerospace Technology Charter Middle, Henderson Middle, Hall High, J. A. Fair High, and McClellan High schools were designated as being in academic distressed because they

had 49.5% or fewer students score proficient or advanced over three years. This report will present historical data for each of the Academically Distressed schools to provide more insight.

## Baseline Elementary

Baseline Elementary is located in the southwest part of Little Rock. It is an area school serving community children in grades pre-k – 5. It has a community partnership with the Baseline Neighborhood Association, Quail Valley Apartments, two local McDonald’s, and the St. Mark Episcopal Church. Parental involvement, however, has been relatively low, with the highest average volunteer hours being 46.7 in 2005-2006 and the lowest being 6.8 in 2010-2011 (see Table 1).

Table 1

*Baseline Average Number of Volunteer Hours per Day in School*

04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
36.1	46.7	40.9	43.8	9.1	7.8	6.8	7.7	28.7	15.3

**Enrollment.** While the overall enrollment for Baseline Elementary has remained stable over the past ten years, for the last four years, the number of African-American students decreased in relative proportion to an increase in Hispanic students. In addition, the number of LEP students sharply increased over the same four years, but the largest population remains free and/or reduced lunch going from 88.3% in 2004-2005 to 97.0% in 2013-2014 (see Figures 1 & 2).

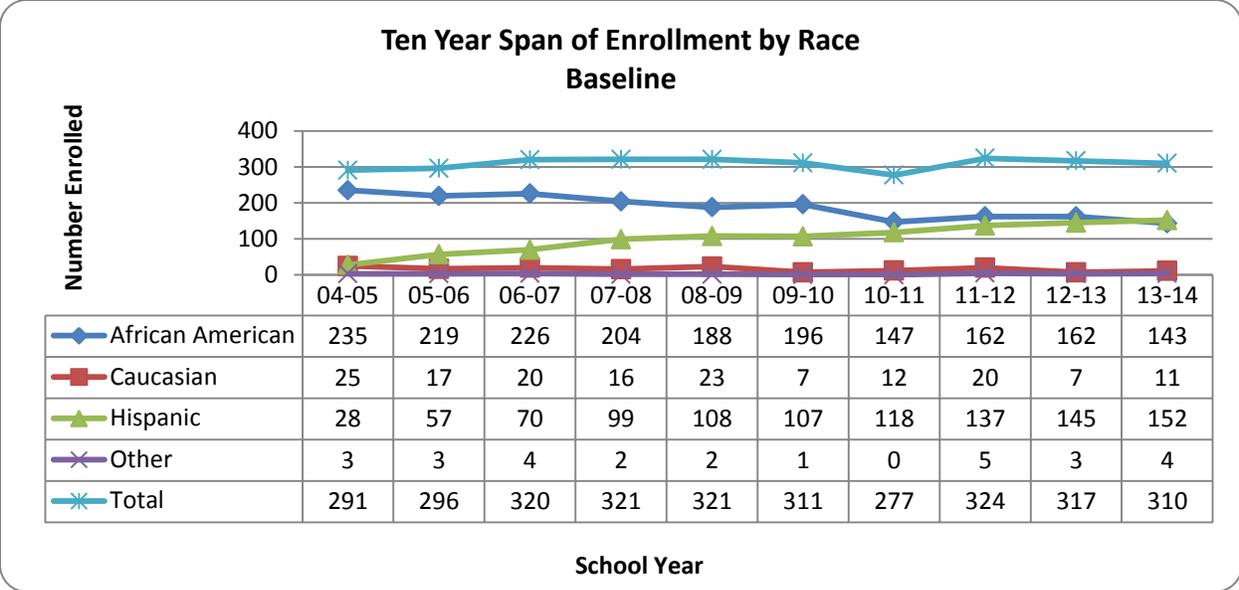


Figure 1. Baseline ten year span of enrollment by race.

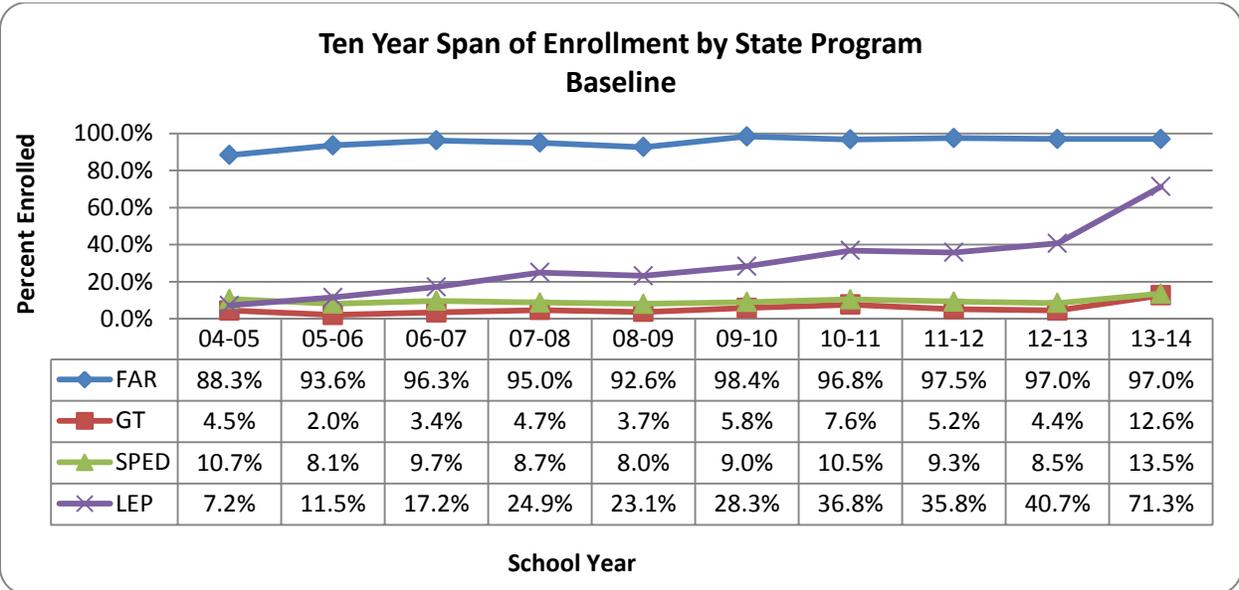


Figure 2. Baseline ten year span of enrollment by state program.

**Attendance.** Student daily attendance ranged from low to mid 90’s, particularly over the last four years (see Figure 3). Student mobility typically ranged from 12% to 15% (see Figure 4).

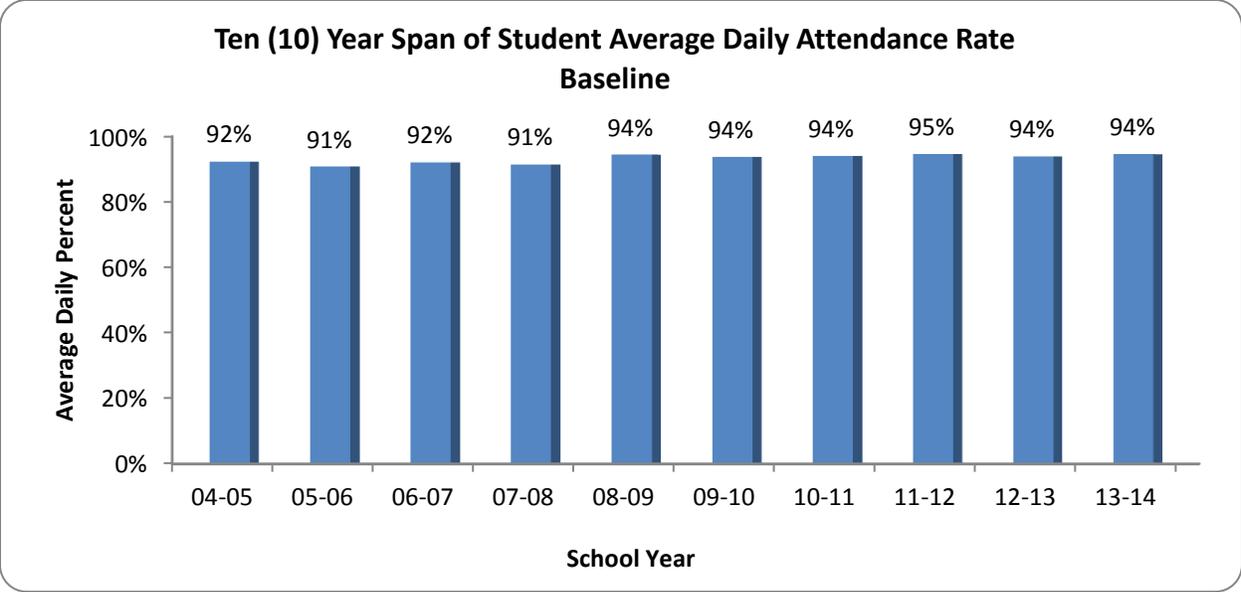


Figure 3. Baseline student average daily attendance rate over a ten year span.

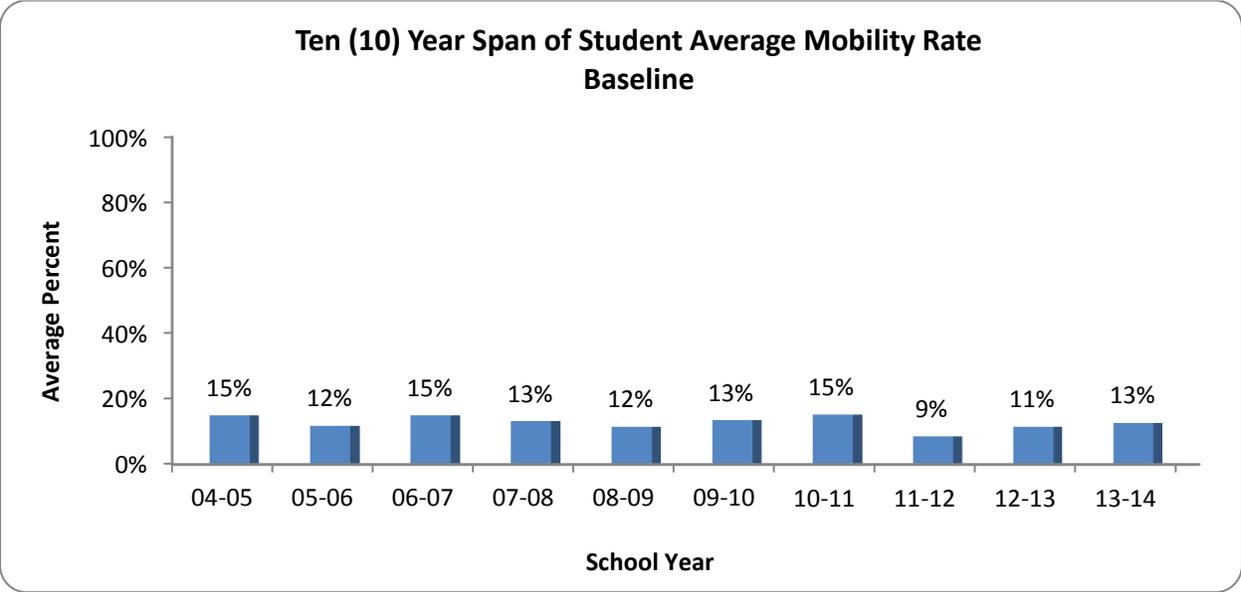


Figure 4. Baseline student rate of mobility over a ten year span.

**Academic Performance.** Though the school has made some growth, Baseline has struggled academically over the past ten year. Literacy percent proficient/advanced increased from 24% to 42%. However, the percent proficient/advanced in math decreased slightly from

51% in 2004-2005 to 46% in 2013-2014. For science, the percent proficient/advanced increased from 8% to 13% over a six year span (see Figure 5).

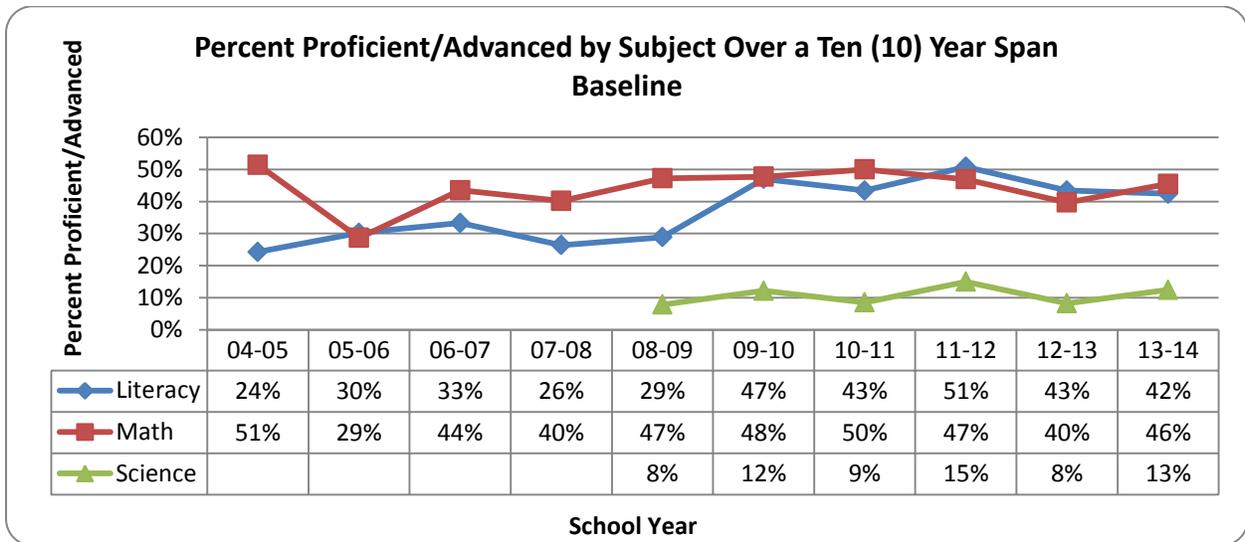


Figure 5. Baseline percent proficient/advanced by subject over a ten year span.

**Student Discipline.** Student discipline has been low, overall averaging less than 1 incident or consequence a day over ten years (see Figure 6).

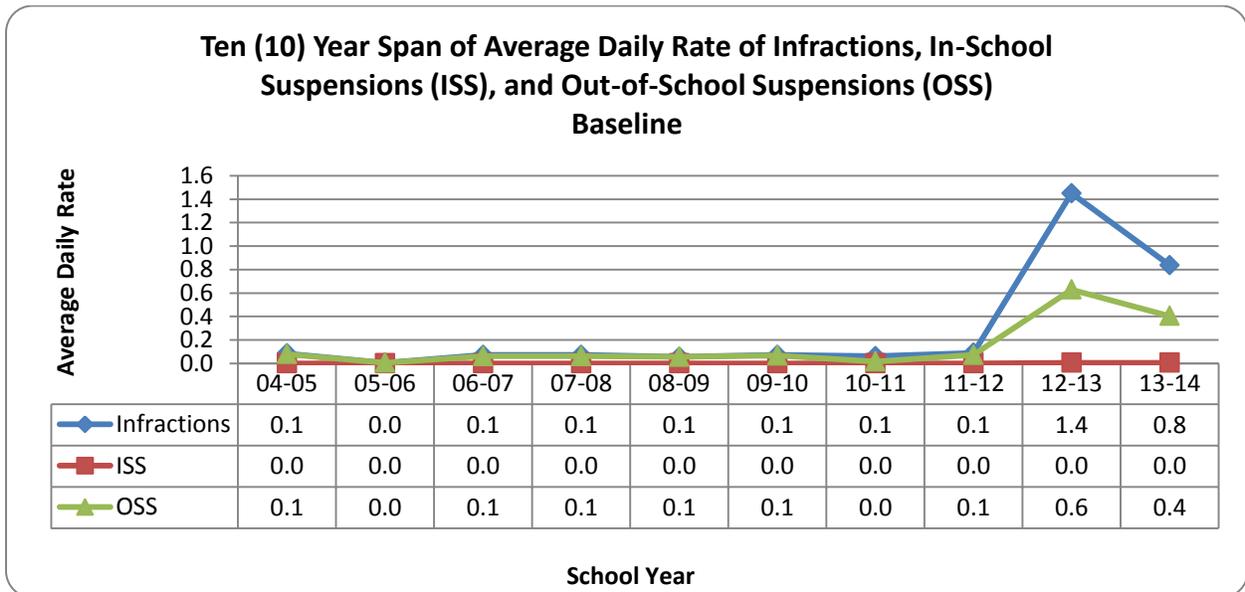


Figure 6. Baseline average daily rate of disciplinary incidents or consequences over a ten year span.

**Staff.** Baseline’s leadership has been steady over the past ten years, having had one principal for eight out of the ten years and another for the last two. Both principals were African-American and had at least a Master’s level education, with one holding a doctorate degree. The majority of the teachers have been African-American or Caucasian (see Table 2).

Table 2

*Baseline Percent of Teacher Racial Breakdown by Year*

Race	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Asian	0%	0%	0%	0%	0%	0%	0%	0%	3%	4%
African-American	46%	63%	55%	52%	54%	64%	68%	69%	45%	46%
Hispanic	4%	0%	0%	0%	0%	0%	0%	0%	0%	4%
Caucasian	50%	37%	45%	48%	46%	36%	32%	31%	52%	46%

Teacher turnover has fluctuated since 2004 with 2013 having the largest mobility at 45% (see Figure 7). The teachers who were assigned to the building averaged between 4 and 10 sick days a year over the course of ten years, on average used at least 1 of the 2 personal days, and decreased the use of professional days over this time frame (see Figure 8).

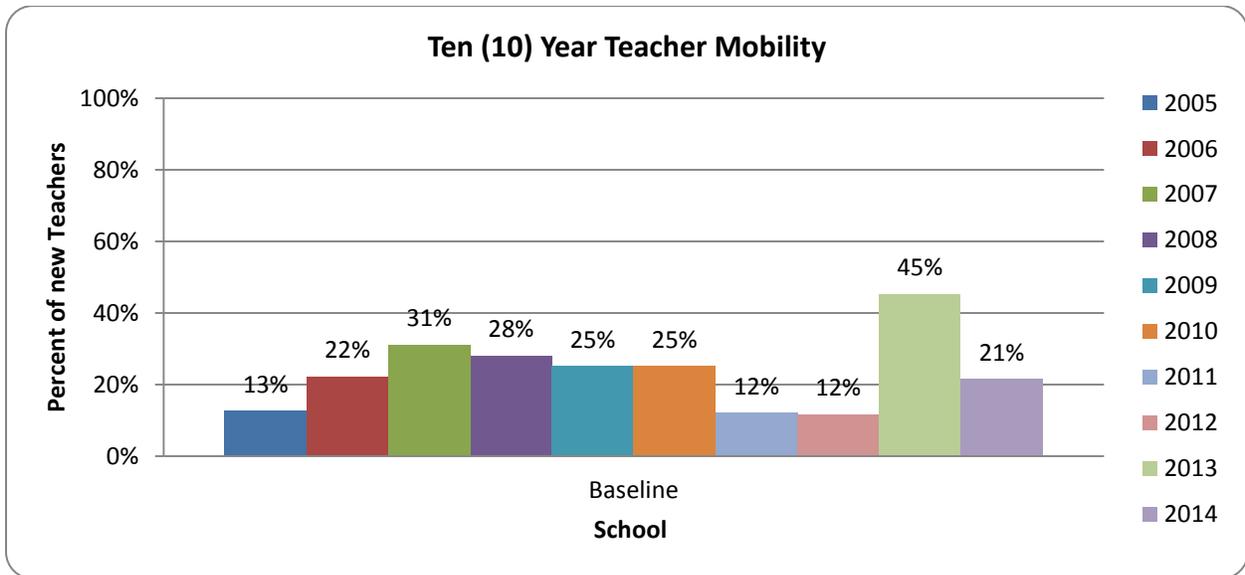


Figure 7. Baseline teacher mobility over a ten year span.

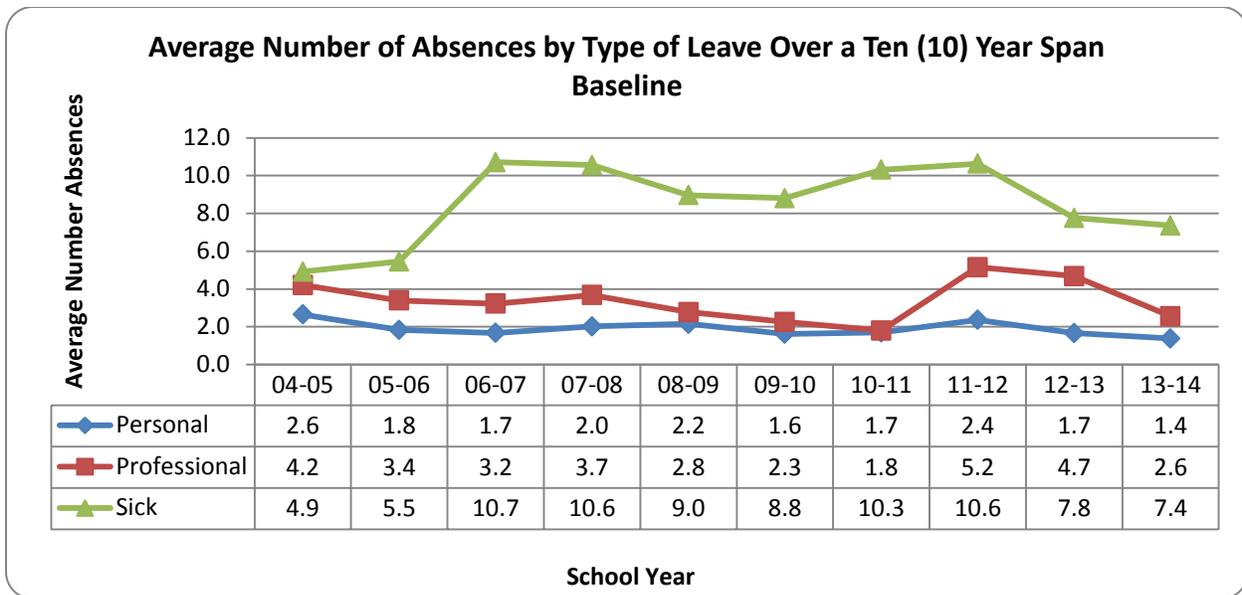


Figure 8. Baseline teacher average absences by type over a ten year span.<sup>1</sup>

The state of Arkansas mandates that licensed educators accumulate at least 60 hours of professional development yearly, with 36 of those required to maintain licensure. The LRSD offers professional development to all employees to assist in not only meeting the requirement, but also to help all educators meet the needs of all students. Baseline has seen a decline in teachers completing 60 hours of professional development going from 96% in 2004-2005, 100% in 2011-2012, to 78.6% in 2013-2014 (see Table 3).

Table 3

*Baseline Percent of Teachers Completing 60 Hours of Professional Development*

04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
96.0%	78.6%	75.9%	96.2%	96.6%	81.5%	96.0%	100.0%	86.7%	78.6%

<sup>1</sup> Note. For all Absence by Type Charts the average is based on sick leave ranging from 0 to 30. Data exclude teachers on long term leave, which is defined in this report as teachers with more than 30 days sick absences.

## Cloverdale Aerospace Technology Conversion Charter Middle School

Cloverdale Middle School is located in the southwest part of Little Rock. It is an area school serving community children in grades 6-8. It is also a Newcomer Center for English Language Learner students in grades 6-8. Due to its status as a failing school, Cloverdale Magnet Middle was converted into a charter school in 2010-2011. It has a community partnership with the Clinton National Airport and Longley Baptist Church. Parental involvement was relatively low over the first eight years, but increased dramatically in 2012-2013 and 2013-2014, where the average number of hours increased to 114.7 and 195.8, respectively (see Table 4).

Table 4

### *Cloverdale Average Number of Volunteer Hours per Day in School*

04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
12.4	2.0	3.9	32.1	29.8	29.6	9.4	2.9	114.7	195.8

**Enrollment.** Overall enrollment for the general population has remained relatively stable for Cloverdale Middle over the past ten years, where African-American is the majority followed by Hispanic. State programs also remained stable, with the exception of LEP which increased from 9.7% to 18.3%. The free and/or reduced lunch population remains the largest ranging from 86.2% in 2004 to 93.7% in 2013 (see Figures 9 & 10).

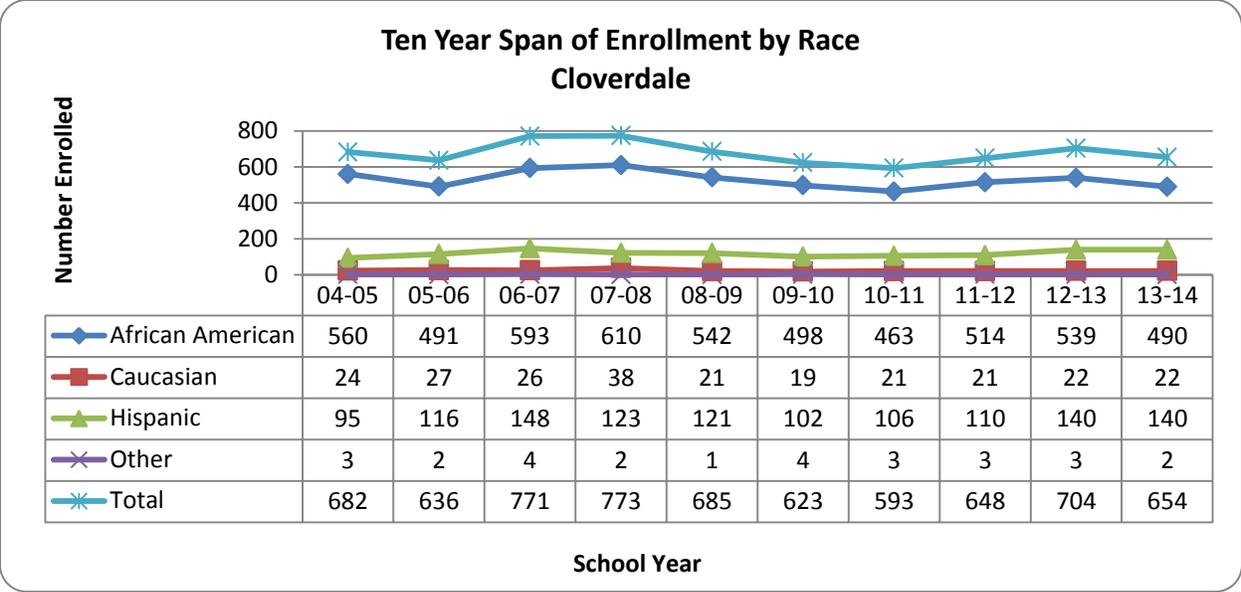


Figure 9. Cloverdale ten year span of enrollment by race.

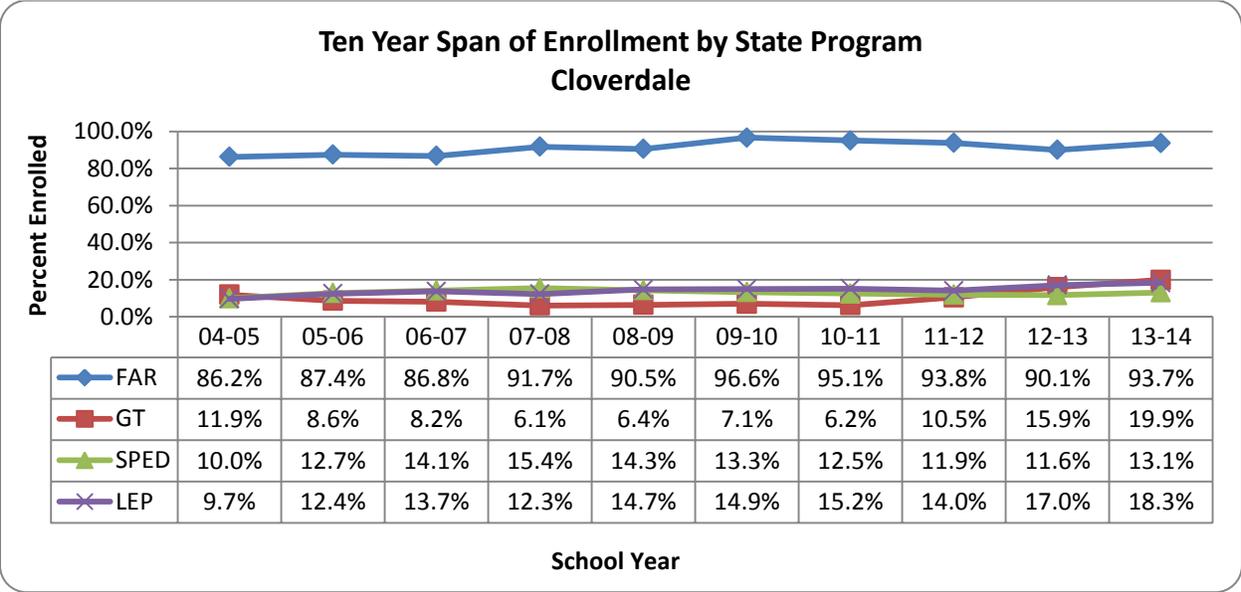


Figure 10. Cloverdale ten year span of enrollment by state program.

**Attendance.** Student average daily attendance rate has fluctuated between 90% and 97%. Though still relatively high, student mobility has decreased from 12% to 8% (see Figures 11 & 12).

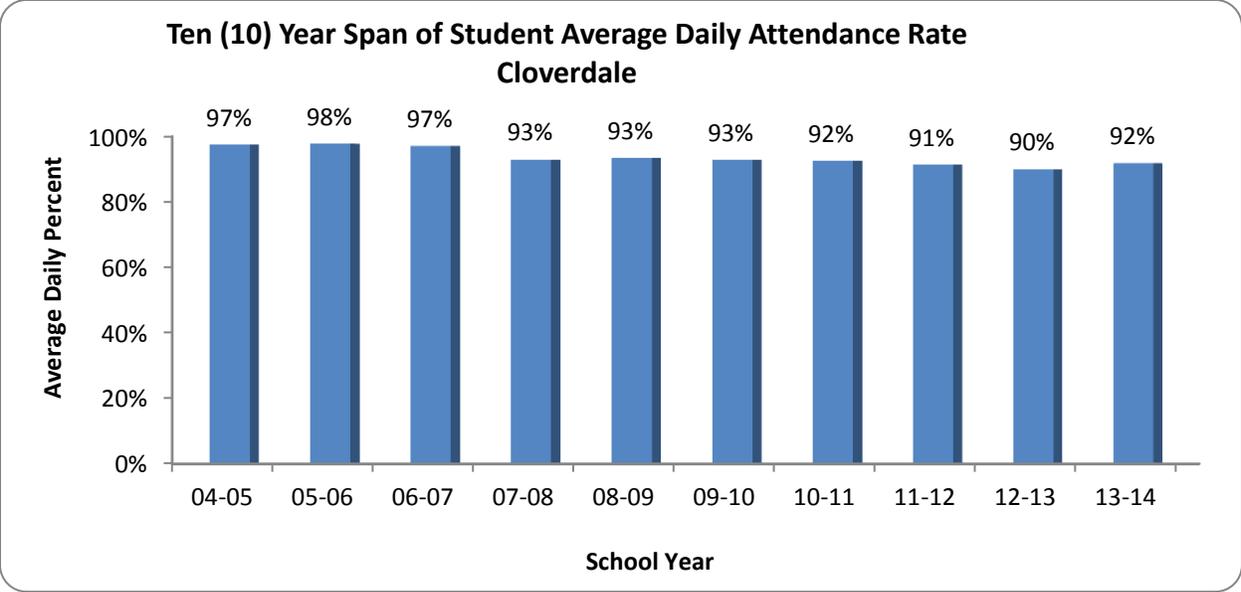


Figure 11. Cloverdale student average daily attendance rate over a ten year span.

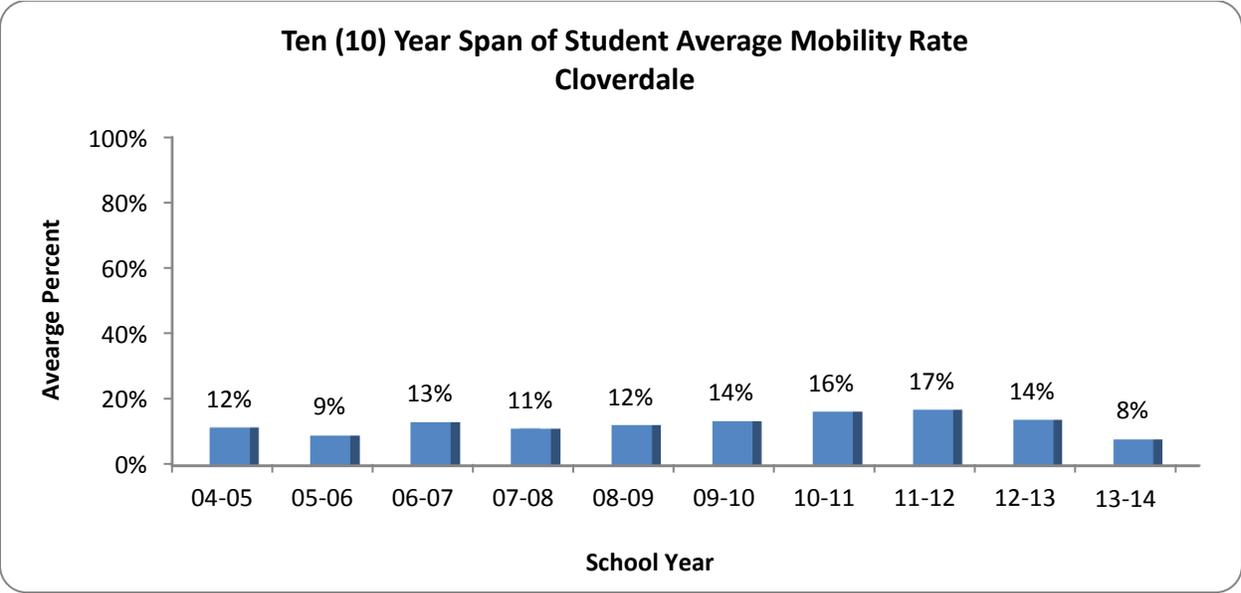


Figure 12. Cloverdale student rate of mobility over a ten year span.

**Academic Performance.** Though the school has made some growth, Cloverdale has struggled academically over the past ten years. The percent proficient/advanced in literacy increased from 25% to 42%, math increased from 6% to 35%, and science percent proficient/advanced (over a six year span) increased from 1% to 10% (see Figures 13).

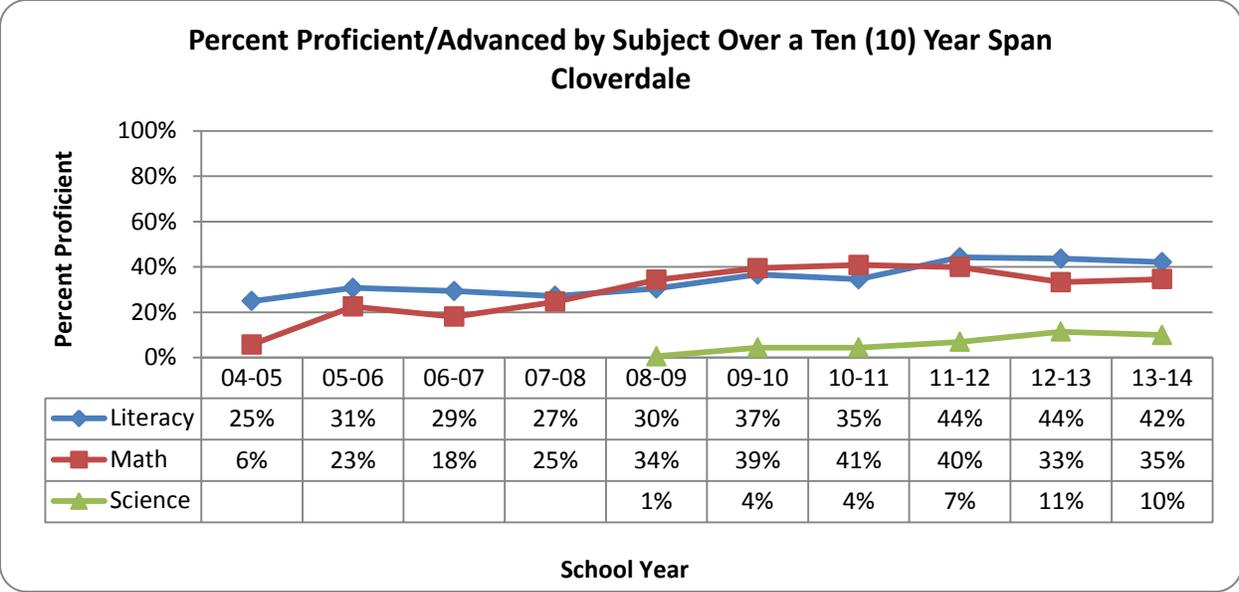


Figure 13. Cloverdale percent proficient/advanced by subject over a ten year span.

**Student Discipline.** There has been a marked increase in average daily rate of student disciplinary infractions and consequences over the past four years ranging from 7.2 to 11.5 average daily infractions and 2.9 to 4.8 average daily suspensions (see Figure 14).

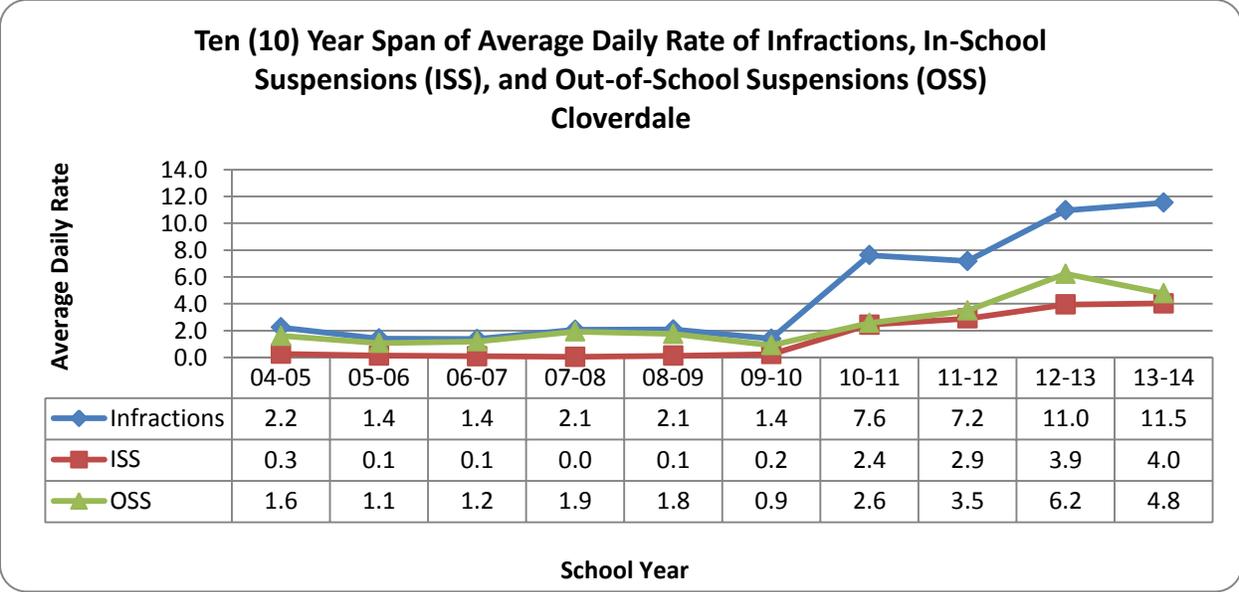


Figure 14. Cloverdale average daily rate of disciplinary incidents and consequences over a ten year span.

**Staff.** Cloverdale’s leadership has been fluid over the past ten years, having had four principals since 2004. All principals were African-American and had at least a Master’s level education. The majority of the teachers have been African-American (see Table 5).

Table 5

*Cloverdale Percent of Teacher Racial Breakdown by Year*

Race	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Asian	0%	0%	2%	2%	2%	2%	2%	2%	1%	1%
African-American	55%	64%	68%	62%	57%	63%	61%	60%	62%	56%
Hispanic	0%	0%	0%	0%	0%	0%	2%	2%	1%	1%
Caucasian	45%	36%	30%	36%	42%	36%	36%	37%	35%	41%

Cloverdale has maintained about a 20% teacher turnover each year since 2004-2005. The 55% mobility is thought to be a result of the charter school conversion (see Figure 15). The teachers who were assigned to the building averaged between 6 and 11 sick days a year over the course of ten years, on average used at least 1 of the 2 personal days, and increased the use of professional days over this time frame (see Figure 16).

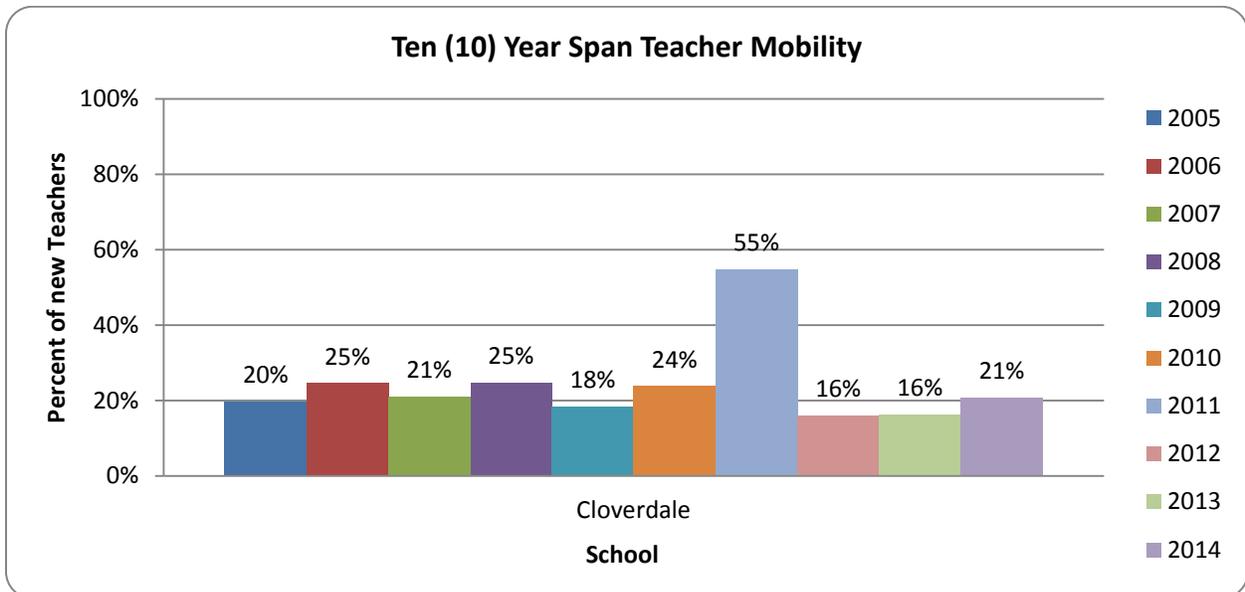


Figure 15. Cloverdale teacher mobility over a ten year span.

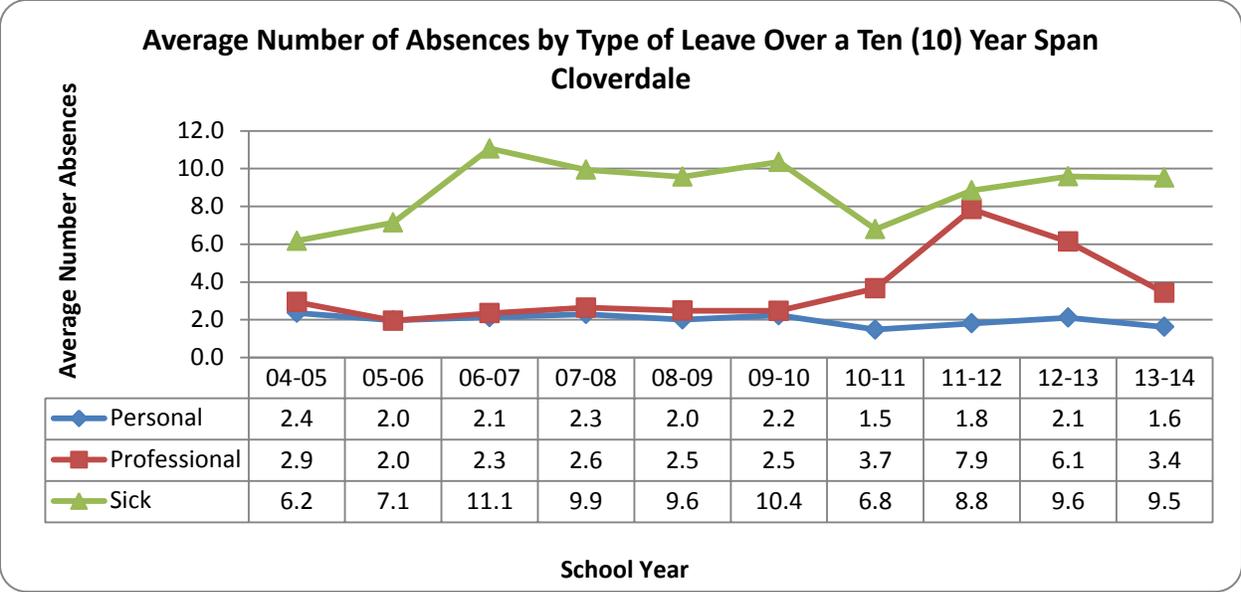


Figure 16. Cloverdale teacher average absences by type of leave over a ten year span.

The LRSD offers professional development to all employees to assist in not only meeting the state required 60 hours, but also to help all educators meet the needs of all students. Cloverdale has seen a decline in teachers completing 60 hours of professional development going from 89.3% in 2004-2005 to 58.8% in 2013-2014 (see Table 6).

Table 6

*Cloverdale Percent of Teachers Completing 60 Hours of Professional Development*

04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
89.3%	77.8%	77.6%	83.3%	76.3%	79.7%	89.2%	90.6%	88.4%	58.8%

## Henderson Middle School

Henderson Middle School is located in the western part of Little Rock and serves students in grades 6-8. It has a community partnership with several organizations, including Baptist Medical Center, Metropolitan Bank, and Second Baptist Church. Parental involvement has remained relatively low over the past ten years, with the average number of hours ranging from 4.8 to 16.8 per day (see Table 7).

Table 7

*Henderson Average Number of Volunteer Hours per Days in School*

04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
9.5	13.3	16.3	16.3	15.3	4.8	12.4	16.8	10.1	0.6

**Enrollment.** Over the last ten years, the enrollment increased from 630 in 2004-2005 to 727 in 2013-2014; the largest peak in enrollment occurred in 2007-2008 with 844 students. The majority of the student population has been African-American. Enrollment in the state programs has remained stable over the past ten years with free and/or reduced lunch having the largest population going from 70.5% in 2004-2005 to 89.3% in 2013-2014 (see Figures 17 & 18).

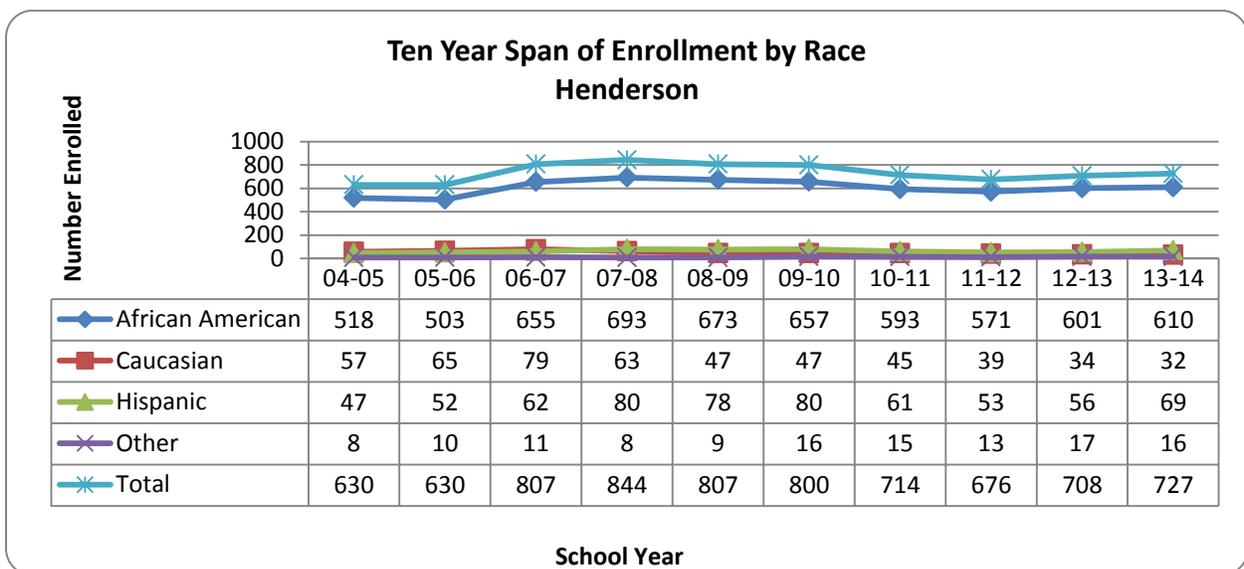


Figure 17. Henderson ten year span of enrollment by race.

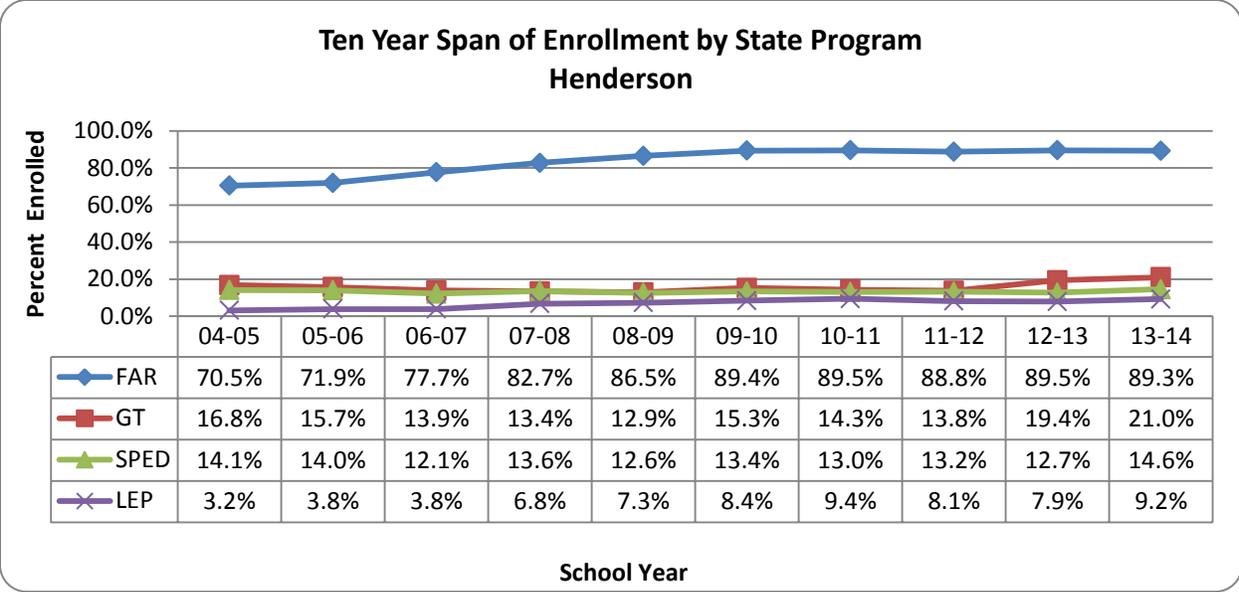


Figure 18. Henderson ten year span of enrollment by state program.

**Attendance.** Student daily attendance decreased slightly from 97% to 93%, and high student mobility has fluctuated from 9% to 16% (see Figures 19 & 20).

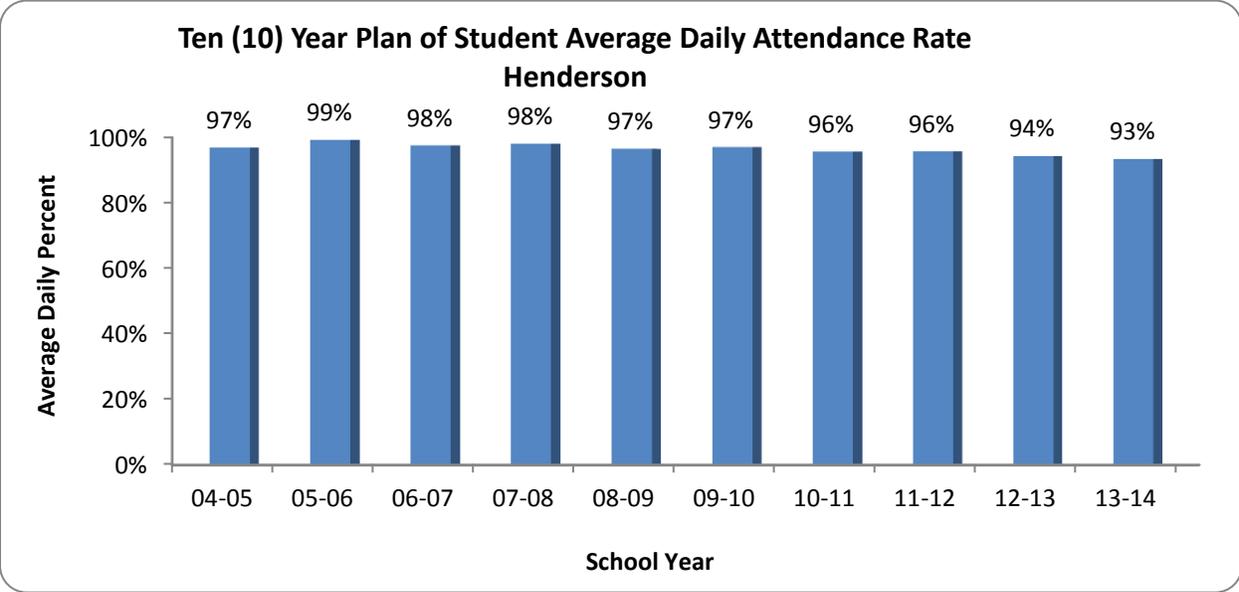


Figure 19. Henderson student average daily attendance rate over a ten year span.

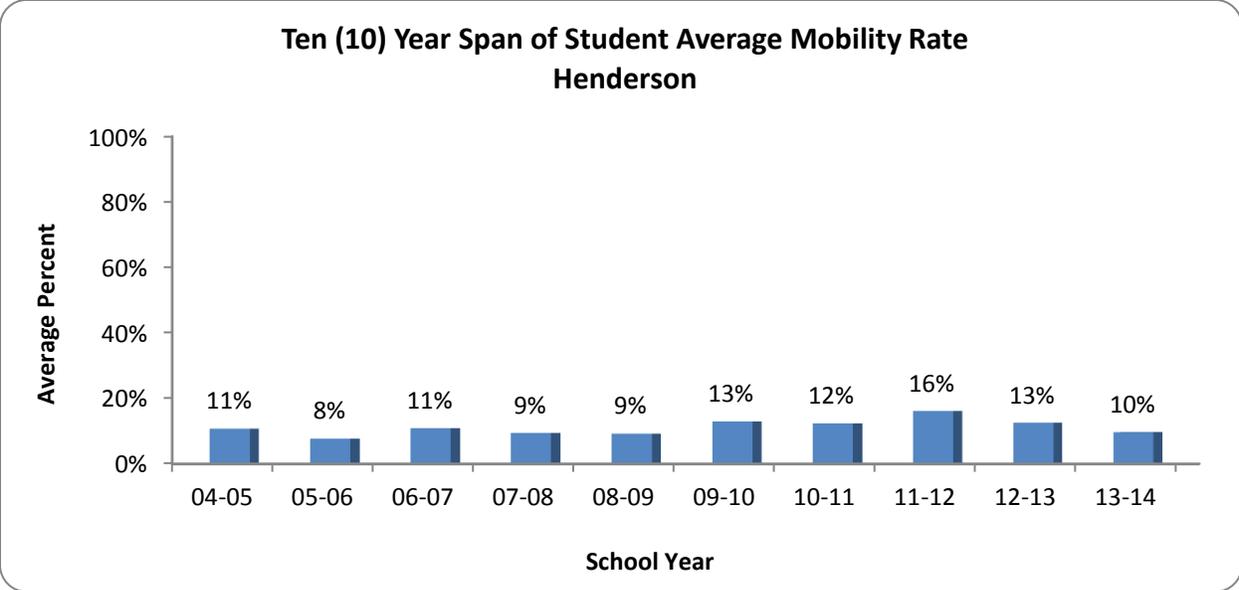


Figure 20. Henderson student rate of mobility over a ten year span.

**Academic Performance.** Though the school has made some growth, Henderson has struggled academically over the past ten years. The percent proficient/advanced in literacy increased from 36% to 44% proficient/advanced, math increased from 15% to 39% and, over a six year span, science percent proficient/advanced decreased from 10% to 9% (see Figure 21).

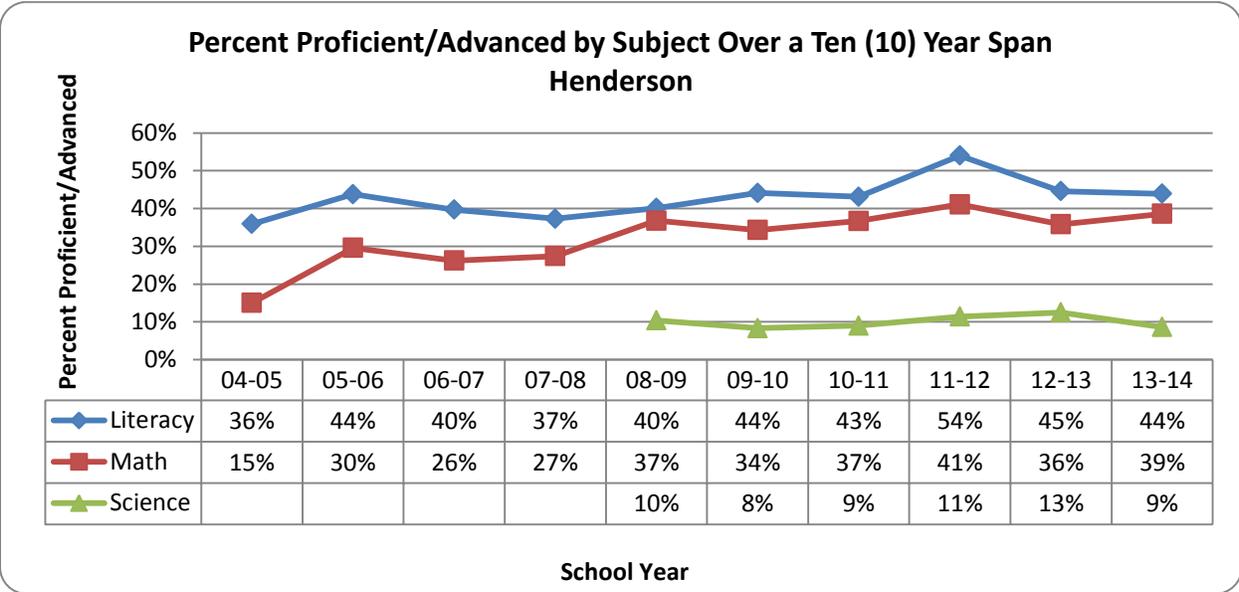


Figure 21. Henderson percent proficient/advanced by subject over a ten year span.

**Student Discipline.** There has been an increase in the average daily rate of student disciplinary infractions from 3.4 per day to 7.2 and an increase in out-of-school suspensions (OSS) from 1.8 to 4.6 (see Figure 22).

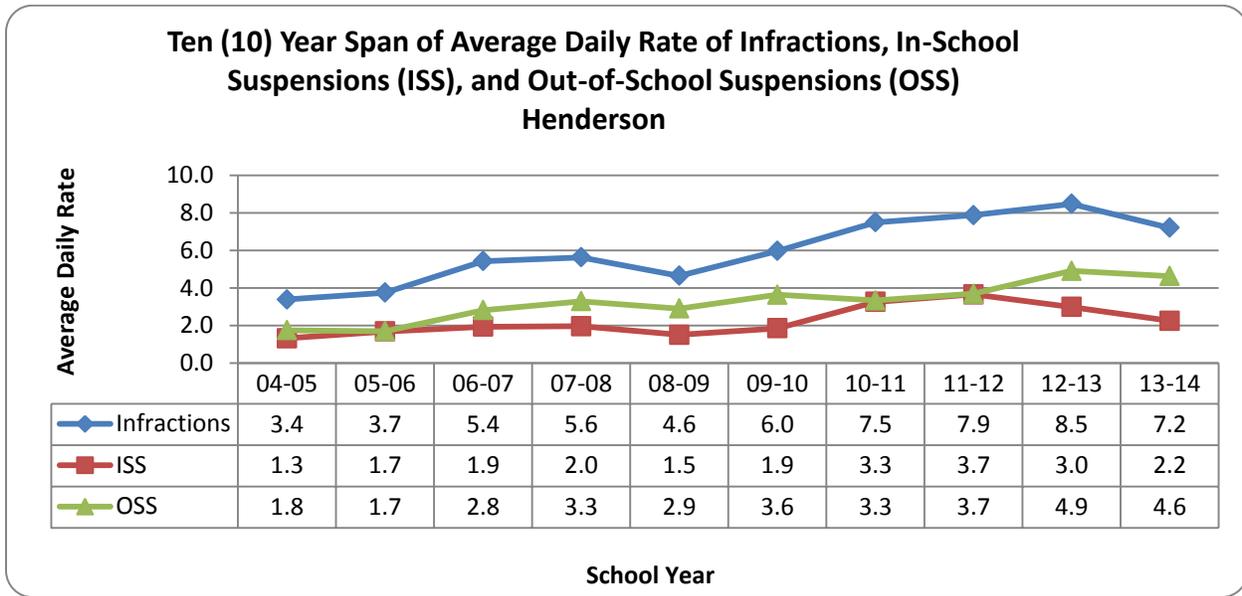


Figure 22. Henderson average daily rate of disciplinary incidents over a ten year span.

**Staff.** Henderson’s leadership has been steady over the past ten years, having had only two principals since 2004. One principal was African-American and one was Caucasian. Both had at least a Master’s level education. The majority of the teachers have been African-American and Caucasian (see Table 8).

Table 8

*Henderson Percent of Teacher Racial Breakdown by Year*

Race	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Asian	0%	0%	1%	1%	1%	1%	1%	1%	3%	3%
African-American	50%	51%	54%	48%	52%	54%	58%	55%	53%	49%
Hispanic	0%	0%	0%	0%	3%	1%	1%	1%	1%	1%
Caucasian	50%	49%	44%	51%	44%	43%	39%	42%	43%	47%

Teacher turnover has fluctuated since 2004 between 3% to 29% mobility (see Figure 23). The teachers who were assigned to the building averaged between 7.8 and 11.4 sick days a year over the course of ten years, on average used at least 1 of the 2 personal days, and increased the use of professional days over this time frame (see Figure 24).

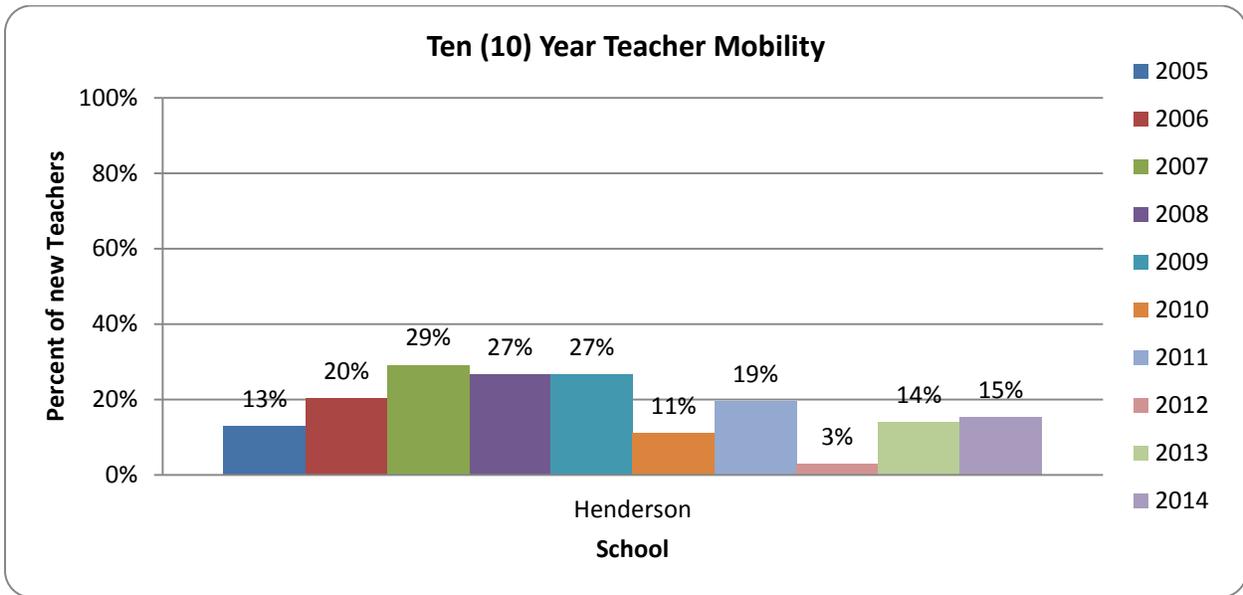


Figure 23. Henderson teacher mobility over a ten year span.

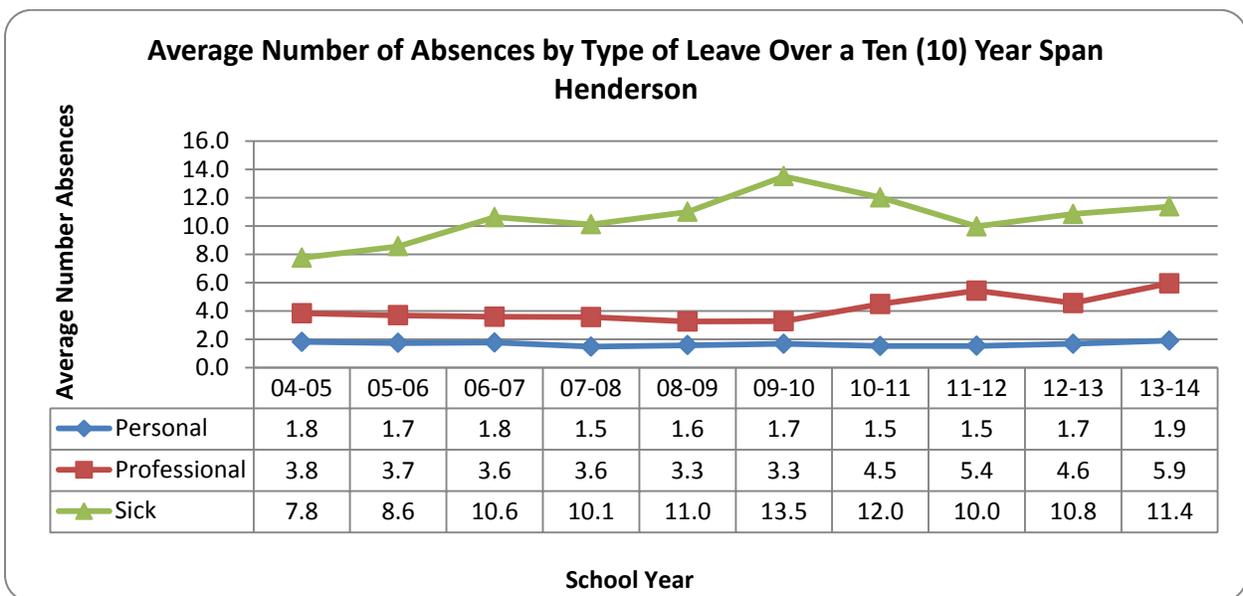


Figure 24. Henderson teacher average number of absences by type of leave over a ten year span.

To assist with the accumulation at least 60 hours of professional development yearly as required by the state, the LRSD offers professional development to all employees. However, Henderson has seen a decline in teachers completing 60 hours of professional development going from 96.4% in 2004-2005 to 79.2% in 2013-2014 (see Table 9).

Table 9

*Henderson Percent of Teachers Completing 60 Hours of Professional Development*

04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
96.4%	83.1%	90.4%	86.1%	86.1%	86.3%	88.5%	87.1%	84.5%	79.2%

## Hall High School

Hall High School is located in the central part of Little Rock. It serves students in grades 9-12 and also serves as a Newcomer Center for English Language Learners in grades 9-12. It has a community partnership with several organizations including the Little Rock District of Corp Engineers, Rotary Club No. 99, UALR Bowen School of Law, and Saint Mark Baptist Church. Parental involvement increased over the past ten years from an average of 90.8 volunteer hours per day in 2004-2005 to 225.2 hours in 2013-2014 (see Table 10).

Table 10

*Hall Average Number of Volunteer Hours per Days in School*

04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
90.8	41.8	47.1	8.8	44.6	123.9	208.2	255.9	264.6	225.2

**Enrollment.** Enrollment for Hall High decreased over the past ten years from 1,464 students in 2004-2005 to 1,122 students in 2013-2014. African-American student population is the largest followed by the Hispanic population. In addition, the percent of students receiving free and/or reduced lunch increased from 52.4% to 82.1% (see Figures 25 & 26).

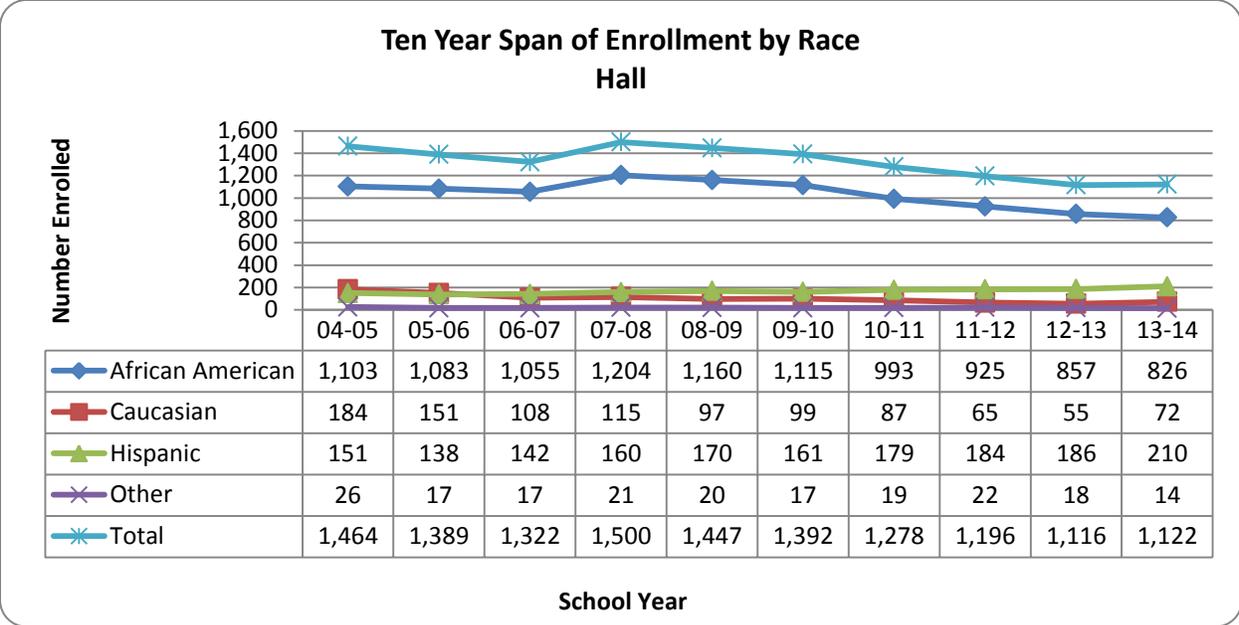


Figure 25. Hall ten year span of enrollment by race.

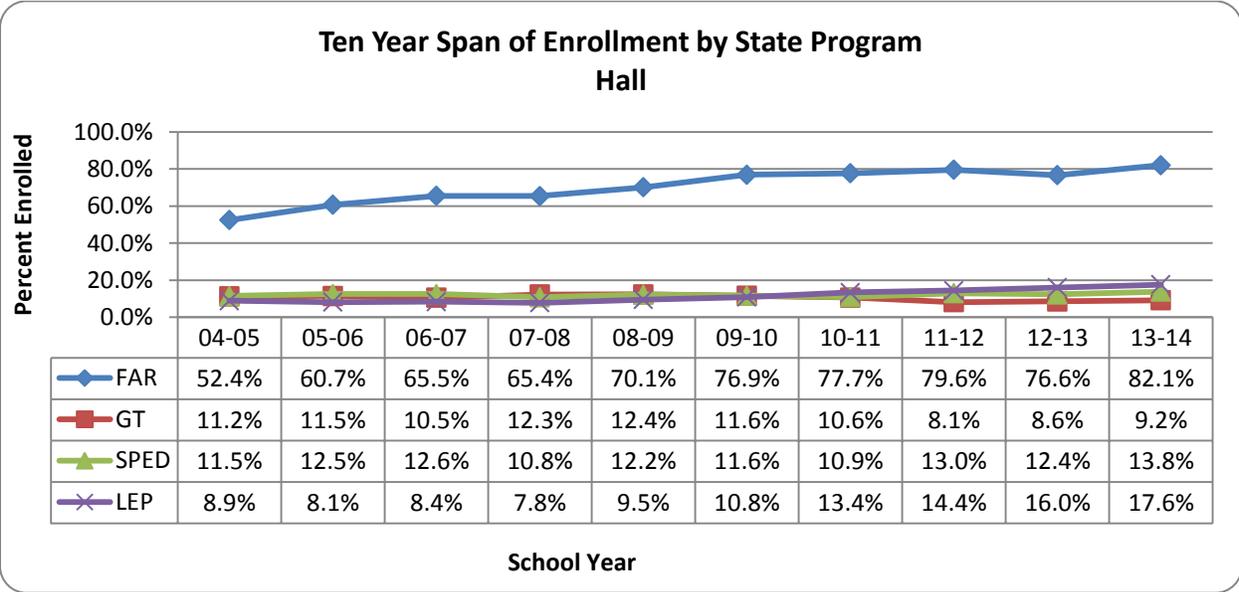


Figure 26. Hall ten year span of enrollment by state program.

**Attendance.** The average daily rate of student attendance decreased from 95% to 89%, while the average rate of student mobility rate remained relatively stable around 10% and 11% (see Figures 27 & 28).

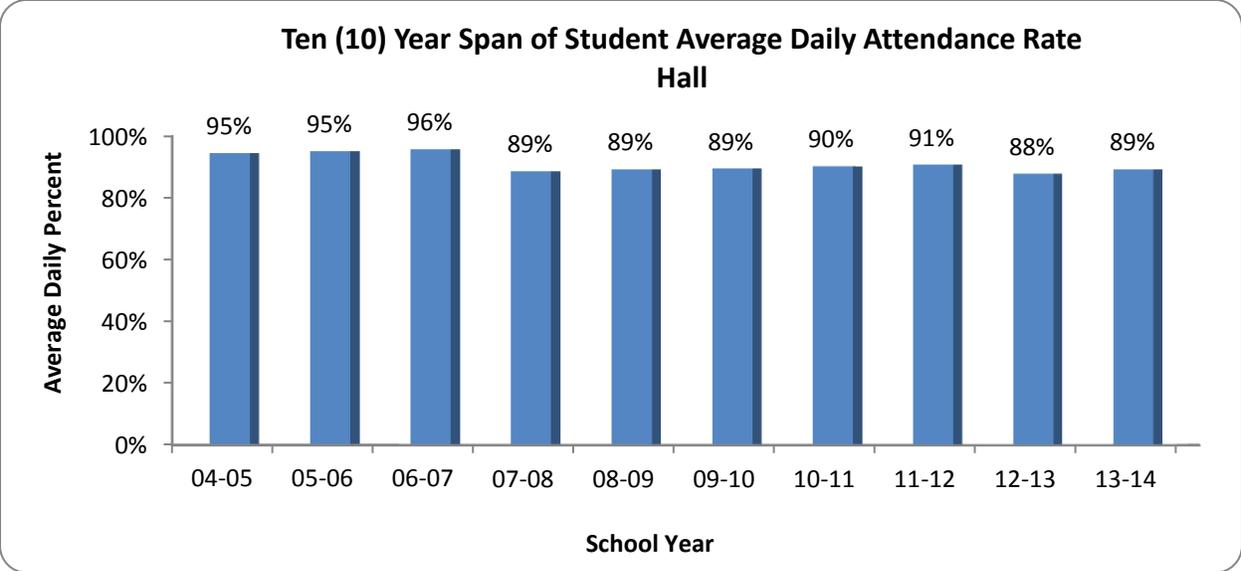


Figure 27. Hall student average daily attendance rate over a ten year span.

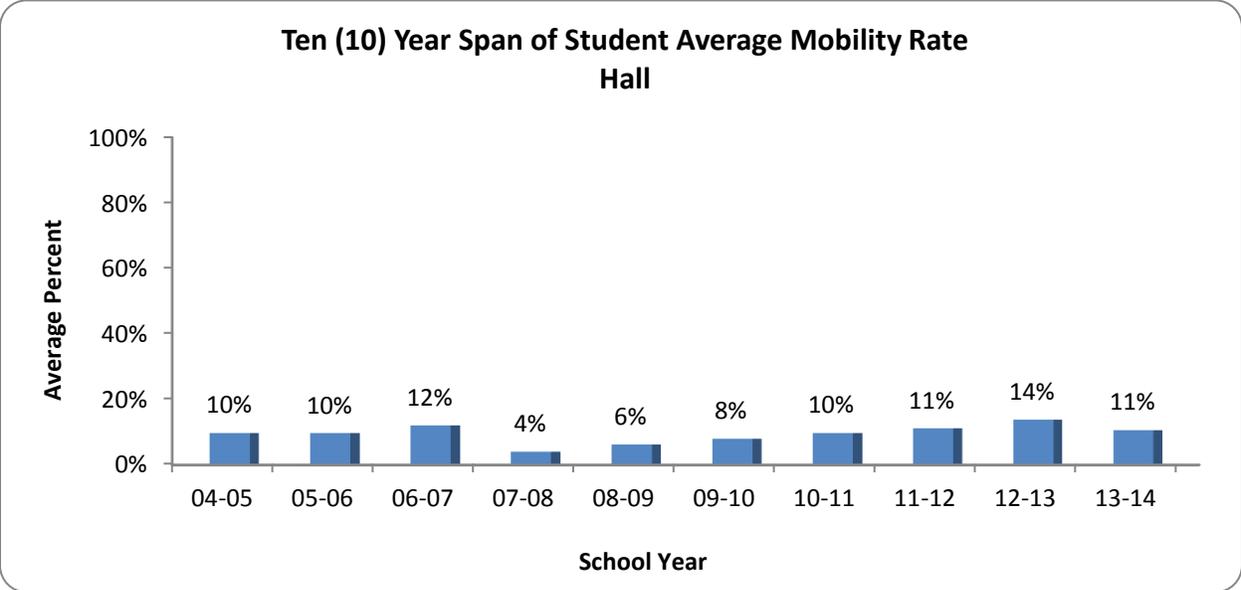


Figure 28. Hall student rate of mobility over a ten year span.

**Academic Performance.** Though the school has made some growth, Hall has struggled academically over the past ten years. Over a ten year span, the percent proficient/advanced in literacy increased from 31% to 39%, Algebra I performance increased from 29% to 36%, Geometry increased from 23% to 31%, while science performance (over a six year span) decreased from 15% to 9% (see Figure 29).

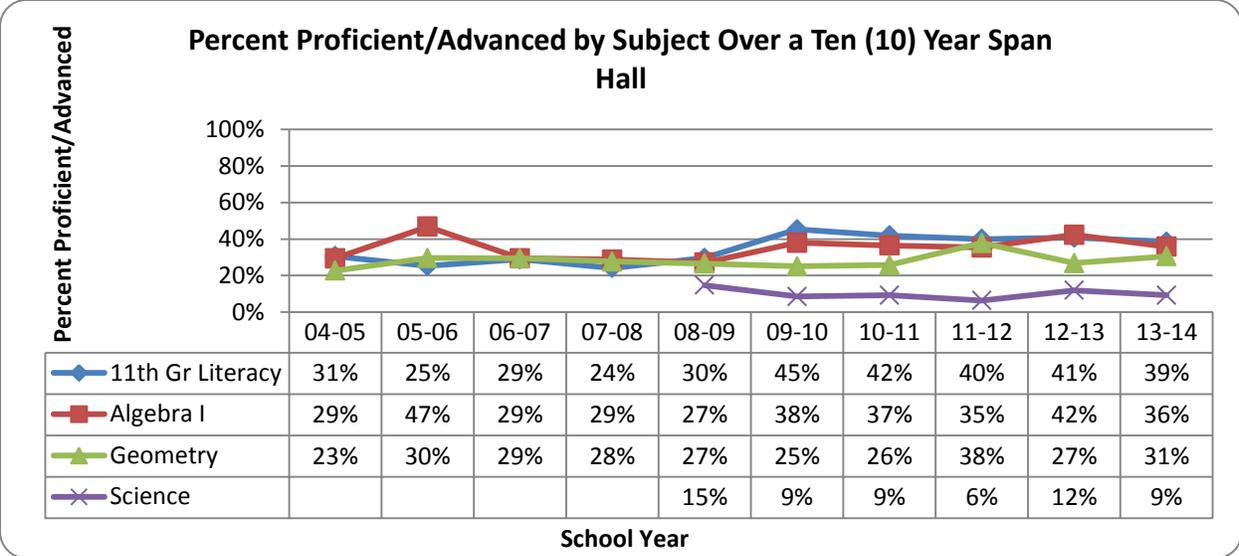


Figure 29. Hall percent proficient/advanced by subject over a ten year span..

**Student Discipline.** The average daily rate of student disciplinary infractions ranged from 16.4 to 19.7, with the exception of 27.5 infractions in 2008-2009. OSS ranged from 4.6 to 6.7 (see Figure 30).

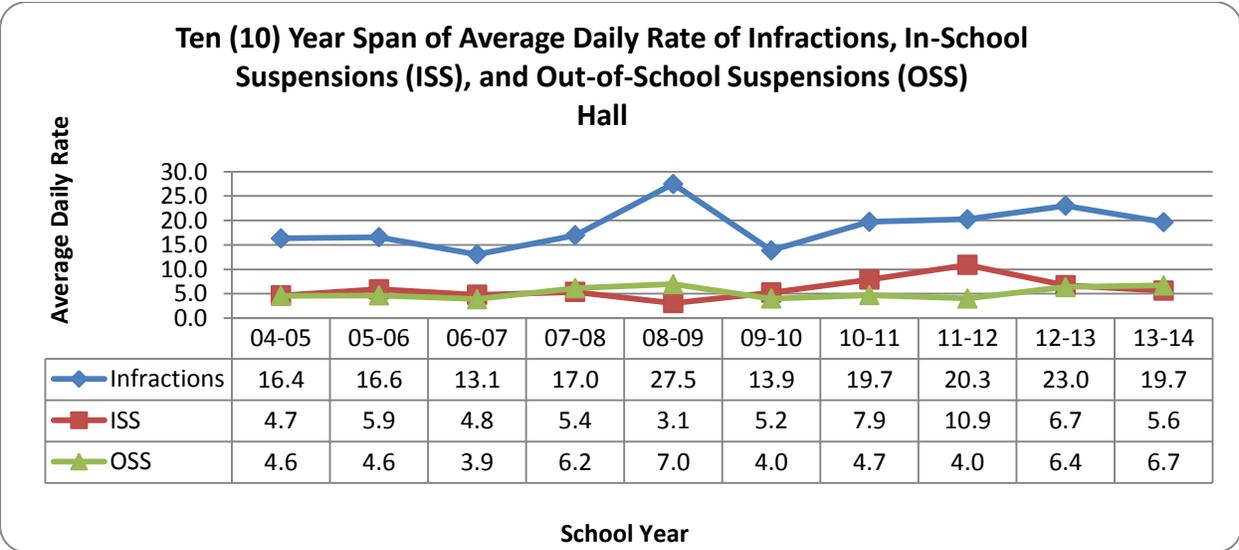


Figure 30. Hall average daily rate of disciplinary incidents and consequences over a ten year span.

**Staff.** Hall’s leadership has been fluid over the past ten years, having had six principals since 2004. Four principals were Caucasian and two were African-American. They had at least a Master’s level education. The majority of the teachers have been Caucasian (see Table 11).

Table 11

*Hall Percent of Teacher Racial Breakdown by Year*

Race	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Asian	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%
African-American	34%	33%	32%	35%	34%	32%	32%	34%	34%	32%
Hispanic	2%	2%	2%	2%	3%	3%	3%	3%	4%	4%
Caucasian	64%	65%	66%	63%	63%	65%	64%	63%	62%	64%

Teacher turnover ranged between 11% and 26% since 2004 (see Figure 31). The teachers who were assigned to the building averaged between 5 and 11 sick days a year over the course of ten years, on average used at least 1 of the 2 personal days, and increased the use of professional days over this time frame (see Figures 32).

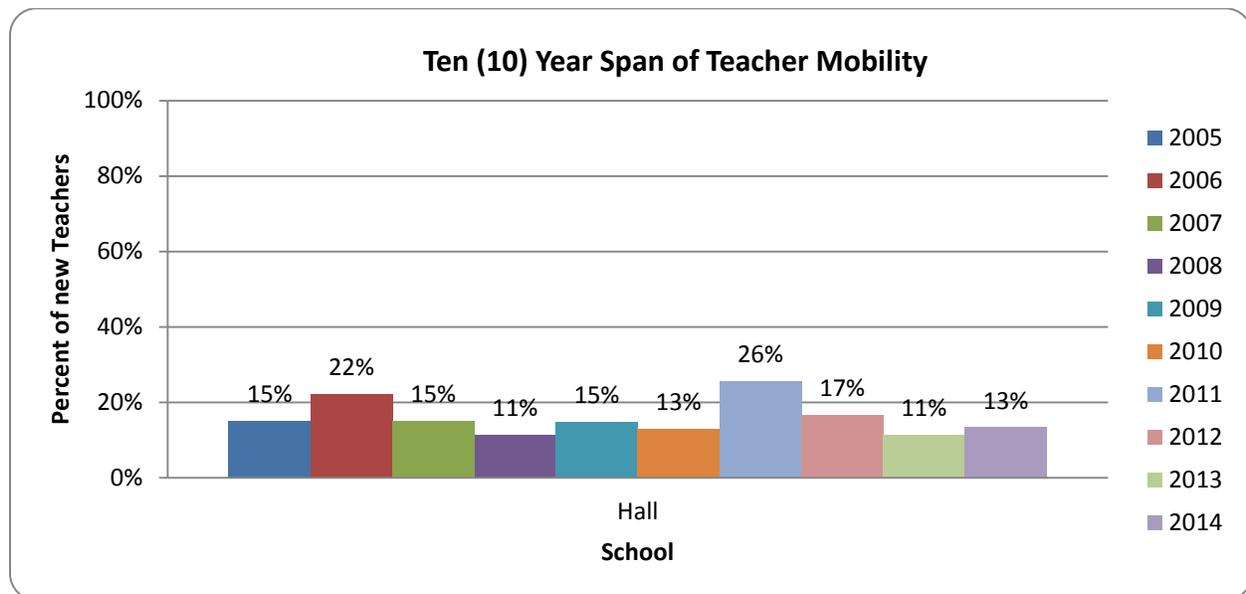


Figure 31. Hall teacher mobility over a ten year span.

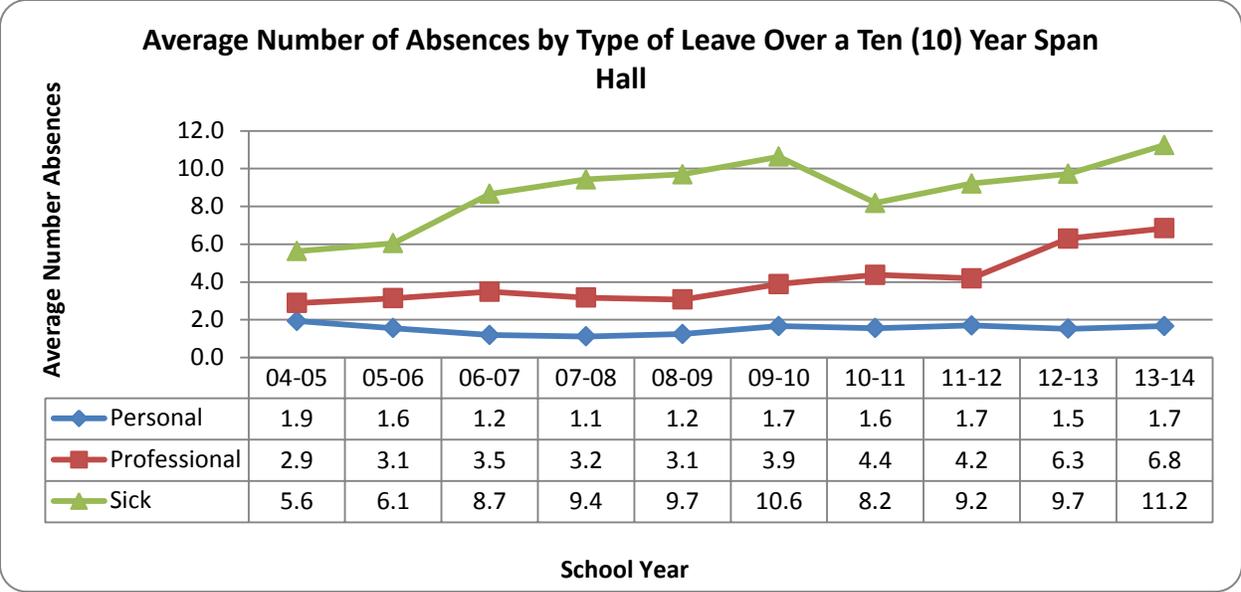


Figure 32. Hall average number of absences by type of leave over a ten year span.

The LRSD offers professional development to all employees to assist in meeting the required 60 hours of professional development yearly. Hall saw a relative increase in the percent of teachers completing 60 hours of professional development from 56.5% in 2004-2005 to 87.7% in 2012-2013. That percent declined by 22% in 2013-2014 going to 64.9% (see Table 12).

Table 12

*Hall Percent of Teachers Completing 60 Hours of Professional Development*

04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
56.5%	65.7%	85.3%	90.4%	80.4%	81.4%	83.6%	87.8%	87.7%	64.9%

## J. A. Fair High School

J. A. Fair High School is located in the western part of Little Rock. It serves students in grades 9-12. It has a community partnership with the University of Arkansas at Little Rock Department of Information Service and Arkansas Advanced Initiative for Math and Science (AIMS). Parental involvement hours have fluctuated over the past ten years, but have increased from 16.0 average hours per school day in 2004-2005 to 46.3 hours in 2013-2014 (see Table 13).

Table 13

### *J. A. Fair Average Number of Volunteer Hours per Days in School*

04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
16.0	6.1	37.5	28.9	71.9	59.3	46.2	40.7	69.1	46.3

**Enrollment.** The overall enrollment at J. A. Fair High decreased over the past ten years from 1,058 students in 2004-2005 to 805 students in 2013-2014. The African-American population is the largest. In addition, the percent of students receiving free and/or reduced lunch increased from 54.4% to 80.9% (see Figures 33 & 34).

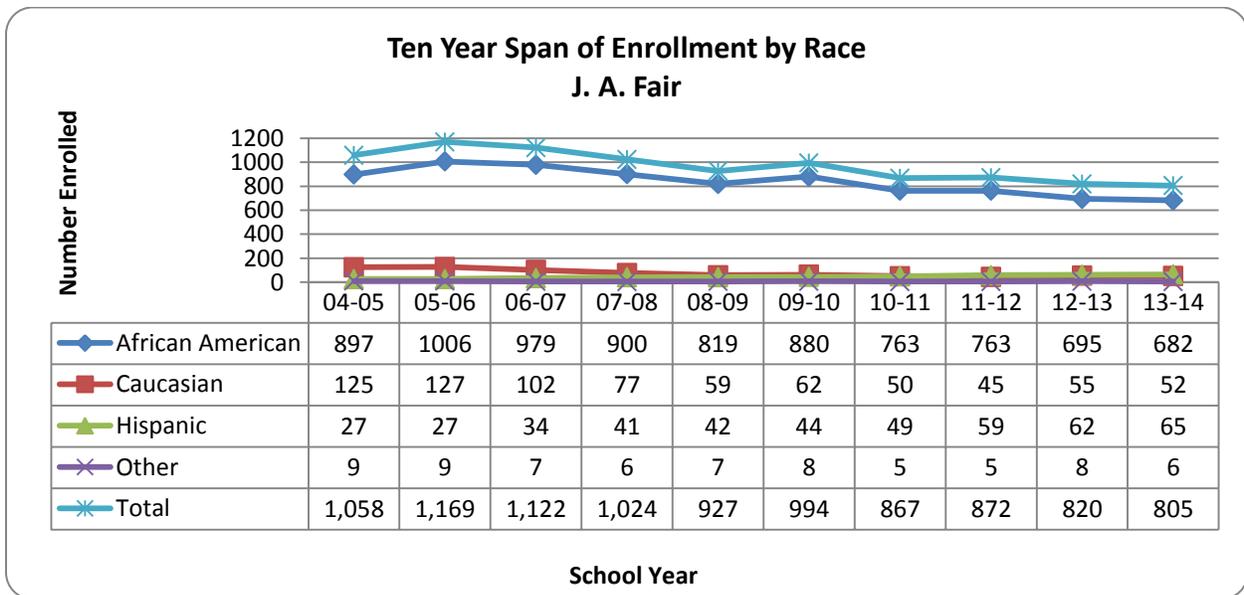


Figure 33. J. A. Fair ten year span of enrollment by race.

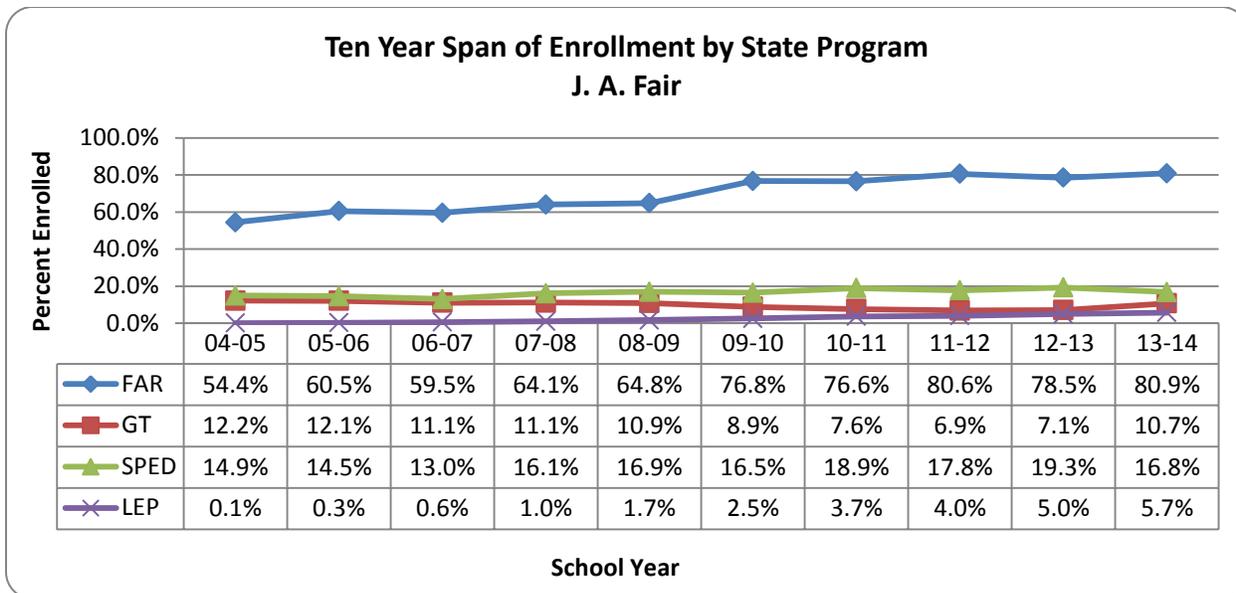


Figure 34. J. A. Fair ten year span of enrollment by state program.

**Attendance.** The average daily rate of student attendance ranged from 95% to 99%, and the average rate of student mobility increased from 8% to 11% from 2004-2005 to 2013-2014 (see Figures 35 & 36).

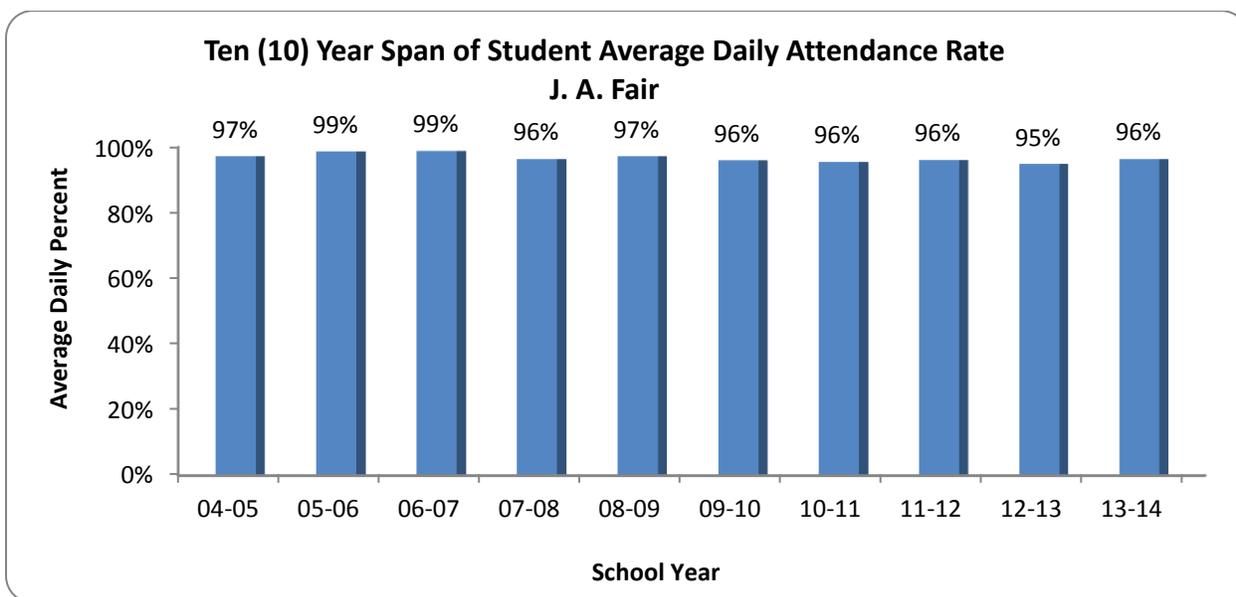


Figure 35. J. A. Fair student average daily attendance rate over a ten year span.

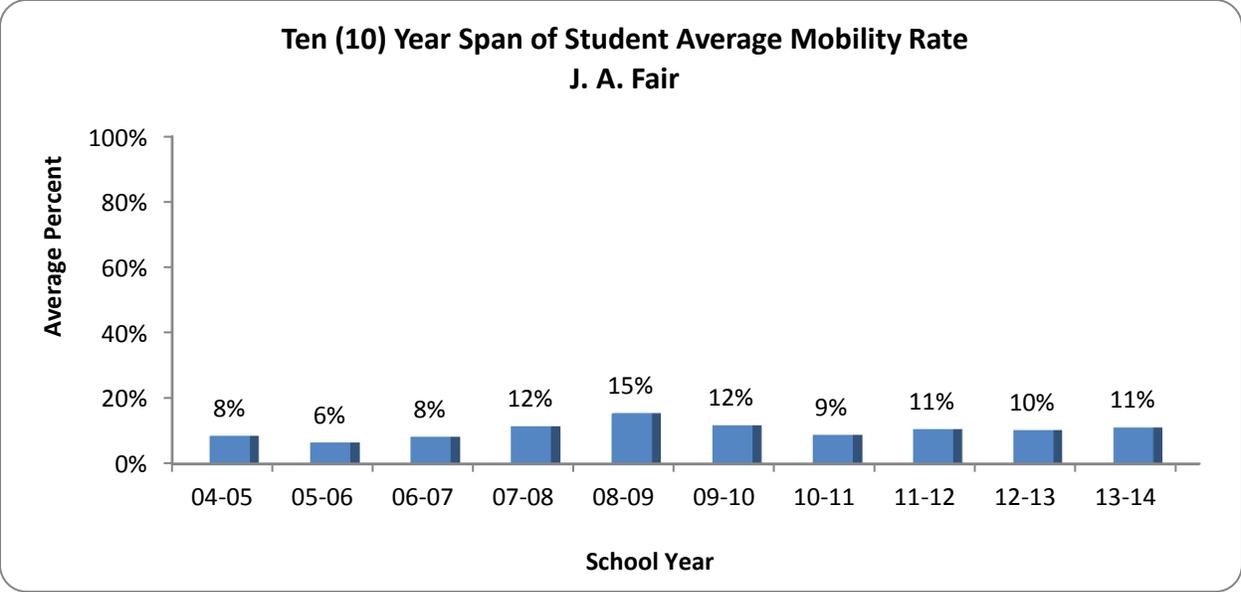


Figure 36. J. A. Fair student rate of mobility over a ten year span.

**Academic Performance.** Though the school has made some growth, J. A. Fair has struggled academically over the past ten years. Over a ten year span, the percent proficient/advanced in literacy increased from 23% to 39%, percent proficient/advanced in Algebra I increased from 18% to 47%, Geometry proficiency performance increased from 12% to 28%, while science performance decreased (over a six year span) from 9% to 4% (see Figure 37).

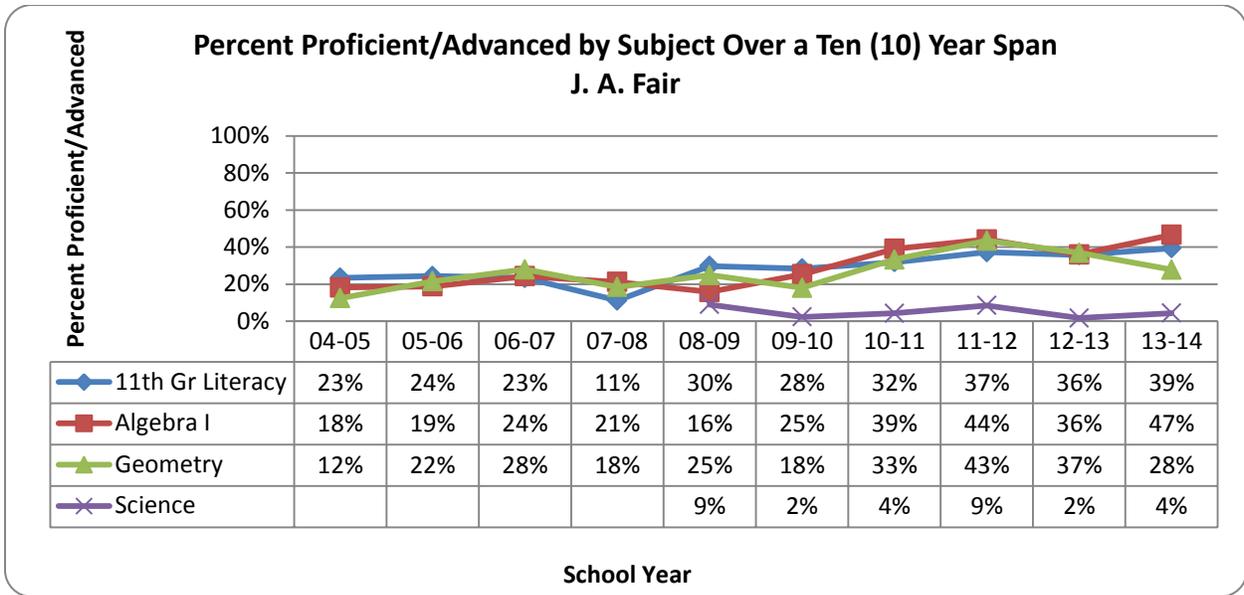


Figure 37. J. A. Fair percent proficient/advanced by subject over a ten year span.

**Student Discipline.** The average daily rate of student disciplinary infractions increased over the past ten years from 9.9 per day to 14.7 while OSS increased from 2.7 to 4.4 (see Figure 38).

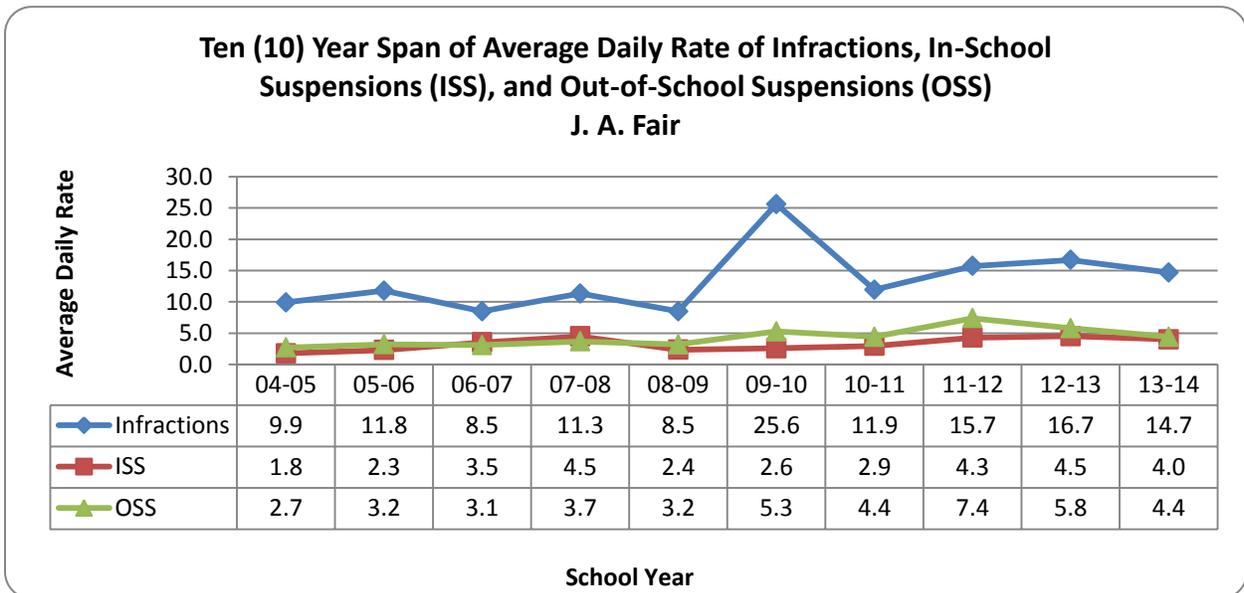


Figure 38. J. A. Fair average daily rate of disciplinary incidents and consequences over a ten year span.

**Staff.** Fair’s leadership has been fluid over the past ten years, having had four principals since 2004. Three principals were African-American and one was Caucasian. Each had at least a Master’s level education. The majority of the teachers have been Caucasian (see Table 14).

Table 14

*J. A. Fair Percent of Teacher Racial Breakdown by Year*

Race	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Asian	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
African-American	39%	37%	37%	35%	33%	34%	35%	40%	47%	45%
Hispanic	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Native American	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Caucasian	58%	61%	60%	62%	64%	64%	63%	57%	51%	52%

Fair has maintained about an average of 15% teacher turnover from 2004-2005 to 2013-2014 (see Figure 39). The teachers who were assigned to the building averaged between 7 and 10 sick days a year over the course of ten years, on average teachers used at least 1 of the 2 personal days, and increased the use of professional days over this time frame (see Figure 38).

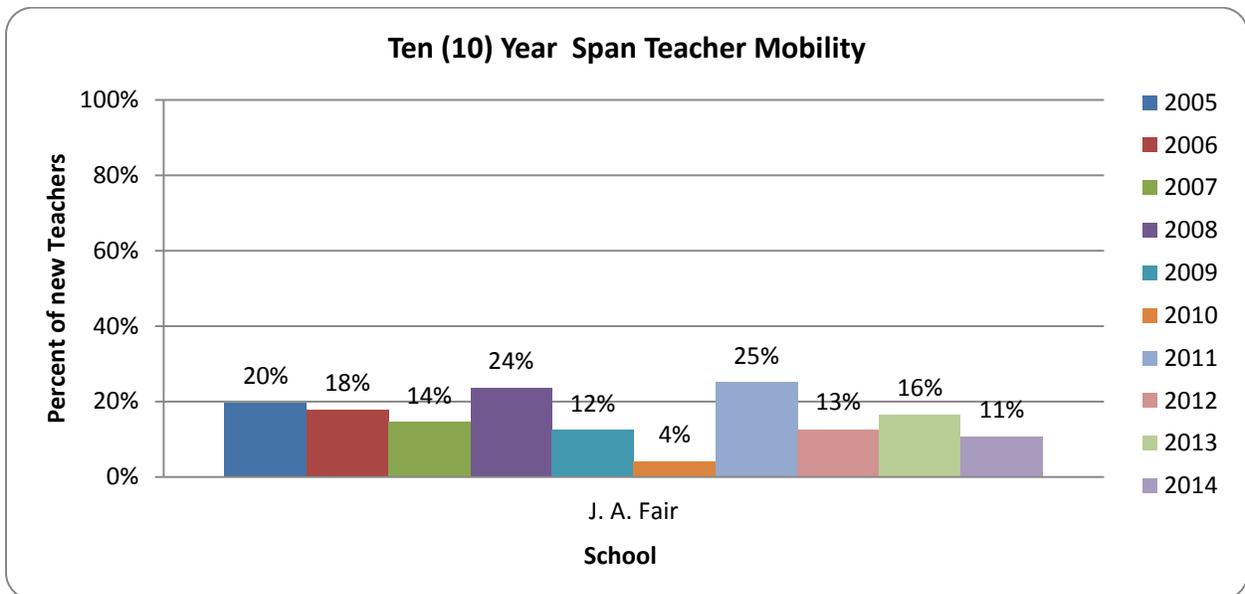


Figure 39. J. A. Fair teacher mobility over a ten year span.

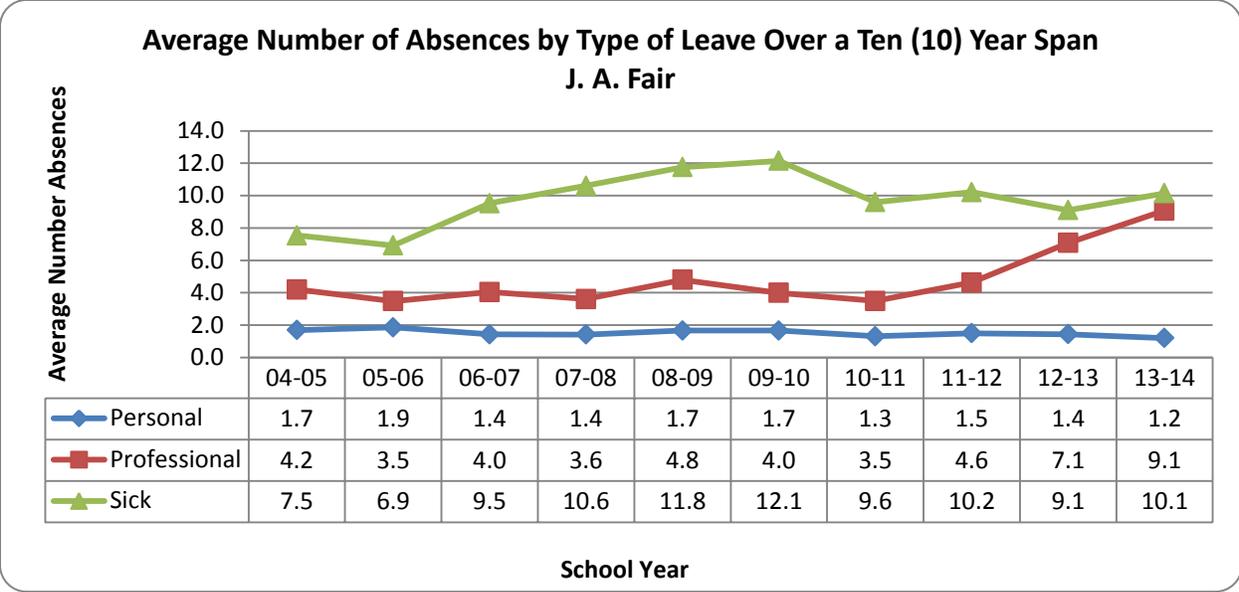


Figure 40. J. A. Fair teacher average leave of absences over a ten year span.

The state of Arkansas mandates that licensed educators accumulate at least 60 hours of professional development yearly. The LRSD offers professional development to all employees to assist in not only meeting the requirement, but also to help all educators meet the needs of all students. J. A. Fair has seen a decline in teachers completing 60 hours of professional development going from 92.2% in 2004-2005 to 48.6% in 2013-2014 (see Table 15).

Table 15

*J. A. Fair Percent of Teachers Completing 60 Hours of Professional Development*

04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
92.2%	49.4%	77.1%	79.8%	83.8%	88.0%	85.1%	81.8%	89.9%	48.6%

## McClellan High School

McClellan High School is located in the southwest part of Little Rock. It is an area school serving community children in grades 9-12. It has a community partnership with several organizations including UALR College of Education, the local Walmart, ITT Technical Institute, and Longley Baptist Church. Parental involvement decreased over the past ten years from 71.7 average volunteer hours per day in 2004-2005 to 57.9 hours in 2013-2014. It peaked at 153.2 in 2007-2008 (see Table 16).

Table 16

*McClellan Average Number of Volunteer Hours per Days in School*

04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
71.7	64.8	63.2	153.2	84.2	103.6	112.7	61.1	56.4	57.9

**Enrollment.** The overall enrollment for McClellan decreased over the past ten years, from 925 in 2004-2005 to 895 in 2013-2014. The student population is majority African-American. There was a decline in Caucasian and increase in Hispanic populations over the past ten years. While percent of students receiving free and/or reduced lunch increased from 55.9% to 84.5% and LEP increased from .5% to 4.1%, the percent of GT students decreased from 10.9% to 9.8% (see Figures 41 & 42).

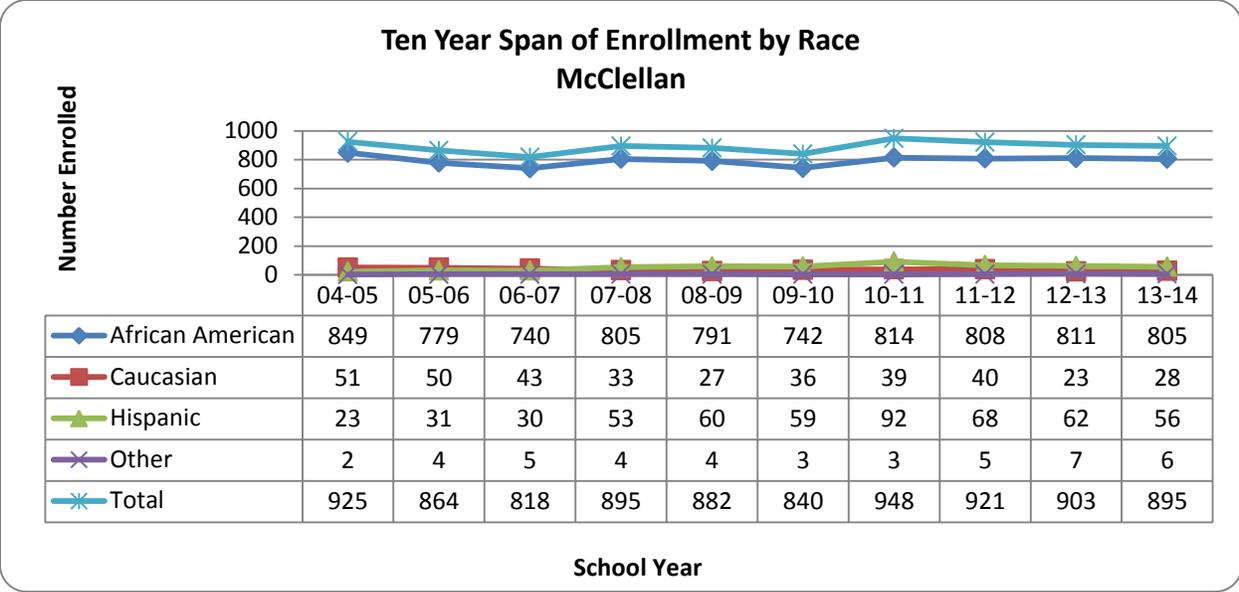


Figure 41. McClellan ten year span of enrollment by race.

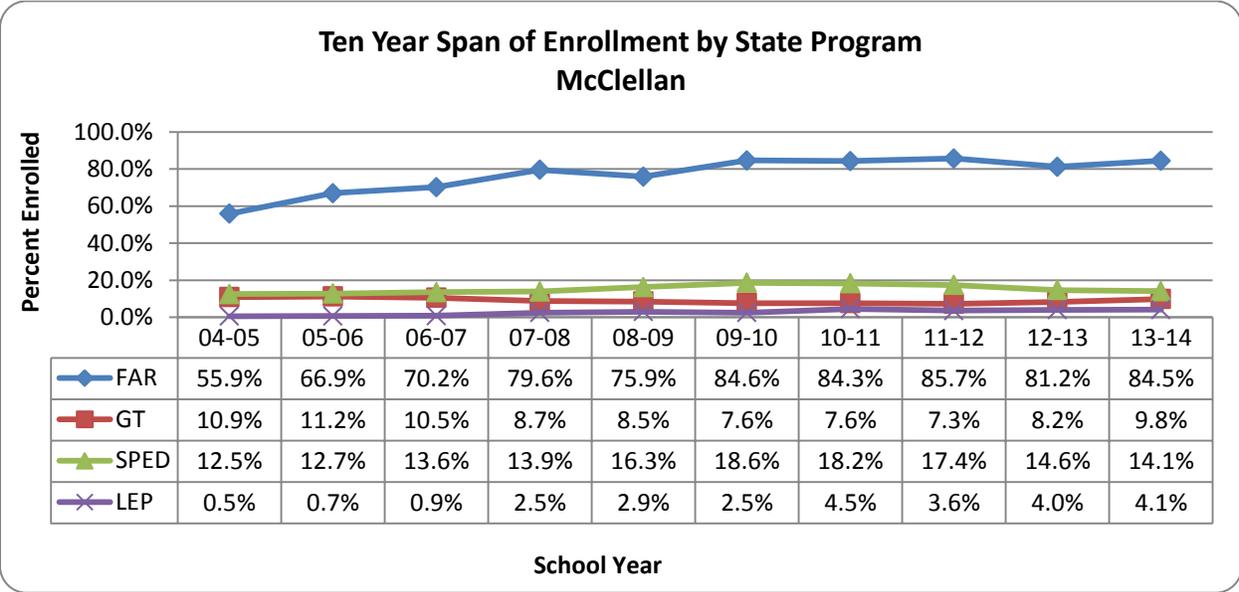


Figure 42. McClellan ten year span of enrollment by state program.

**Attendance.** Student average daily attendance ranged from 88% to 96% over ten years (see Figure 43), while student mobility remained relatively stable around 10% (see Figure 44).

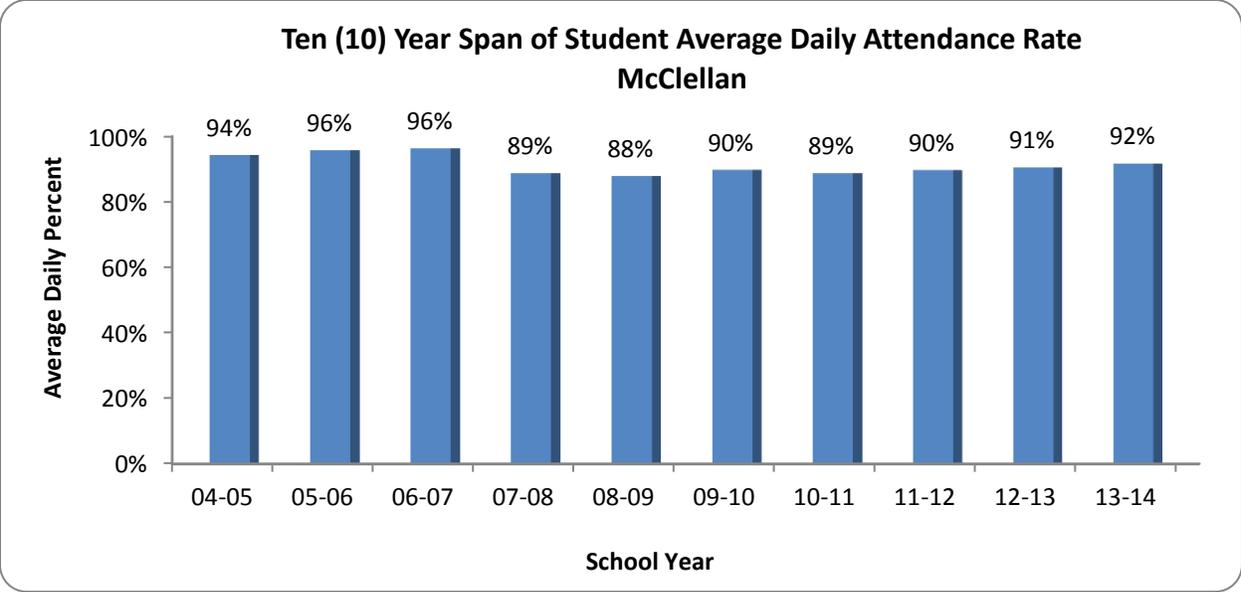


Figure 43. McClellan student average daily attendance rate over a ten year span.

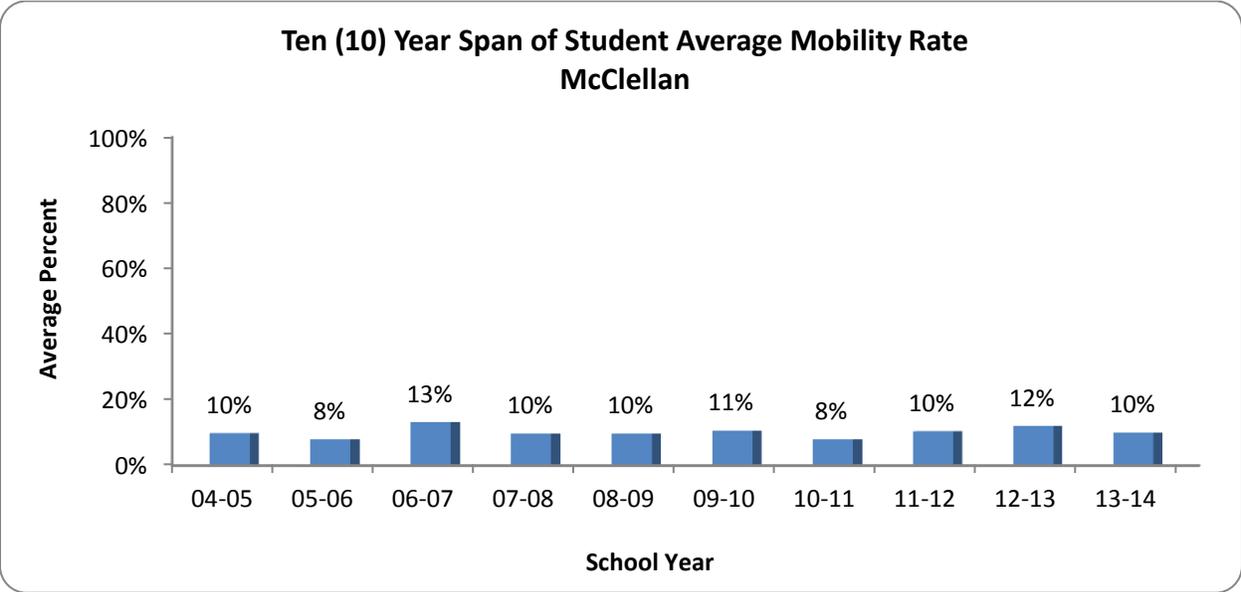


Figure 44. McClellan student rate of mobility over a ten year span.

**Academic Performance.** Though the school has made some growth, McClellan has struggled academically over the past ten years. Literacy percent proficient/advanced increased from 19% to 40%, Algebra I increased from 12% to 45%, Geometry increased from 16% to

42%, and the percent proficient/advanced in science (over a six year span) increased from 5% to 20% (see Figure 45).

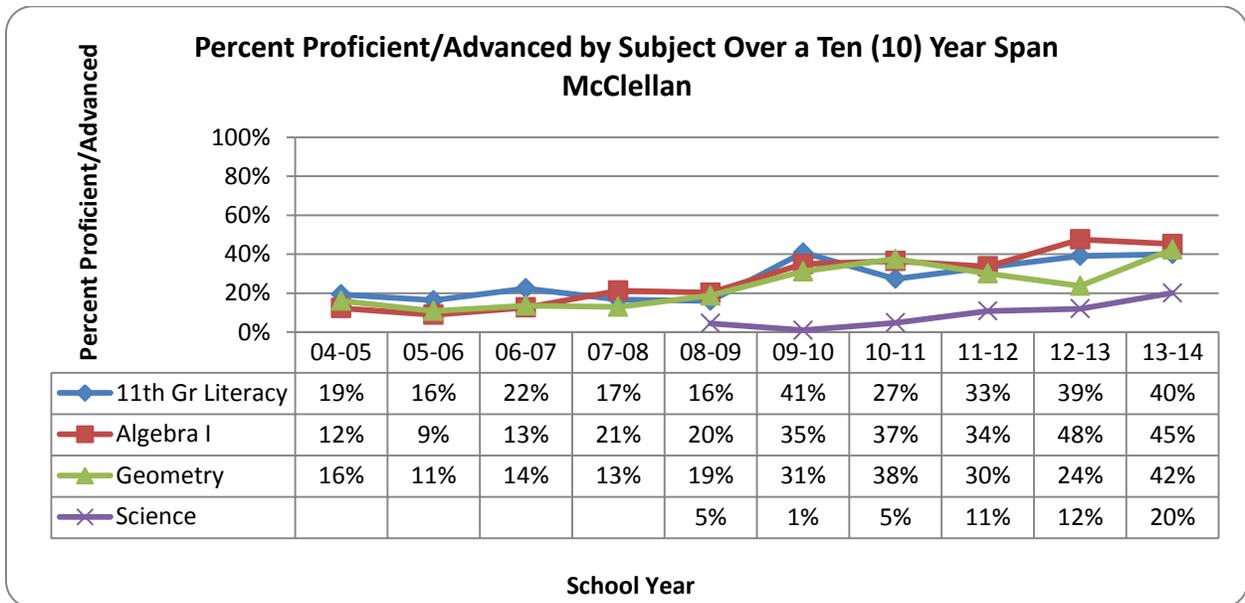


Figure 45. McClellan student percent proficient/advanced by subject over a ten year span.

**Student Discipline.** The average daily rate of student disciplinary infractions increased from 7.1 to 15.8 over the past ten years while OSS increased from 2.6 to 4.9 (see Figure 46).

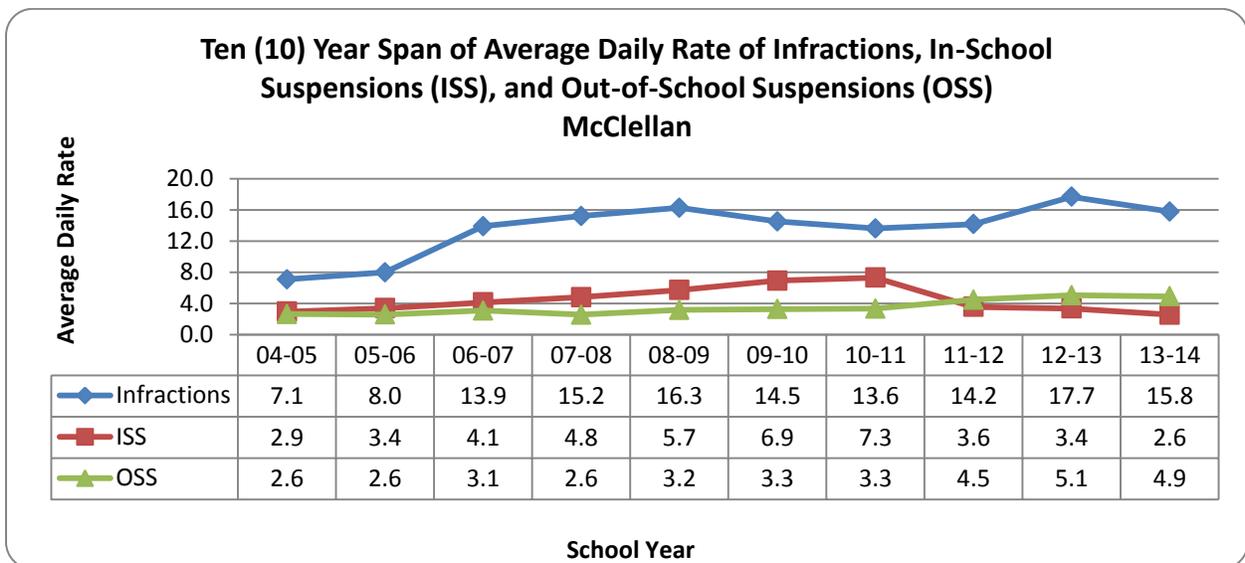


Figure 46. McClellan average daily rate of disciplinary incidents and consequences over a ten year span.

*Staff.* McClellan’s leadership has been fluid over the past ten years, having had five principals since 2004. Four principals were African-American and one was Caucasian. They had at least a Master’s level education, with one holding a doctorate degree. The majority of the teachers have been African-American and Caucasian (see Table 17).

Table 17

*McClellan Percent of Teacher Racial Breakdown by Year*

Race	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Asian	0%	1%	1%	1%	1%	3%	1%	1%	1%	1%
African-American	46%	47%	46%	44%	51%	50%	54%	60%	57%	60%
Hispanic	0%	3%	1%	1%	0%	0%	0%	0%	0%	0%
Native American	0%	1%	3%	3%	3%	3%	2%	1%	1%	1%
Caucasian	54%	47%	49%	51%	45%	45%	43%	38%	41%	38%

Teacher turnover decreased since 2004 from 22% to 15% (see Figure 47). The teachers who were assigned to the building averaged between 6 and 10 sick days a year over the course of ten years, on average used at least 1 of the 2 personal days, and slightly increased the use of professional days over this time frame (see Figures 48).

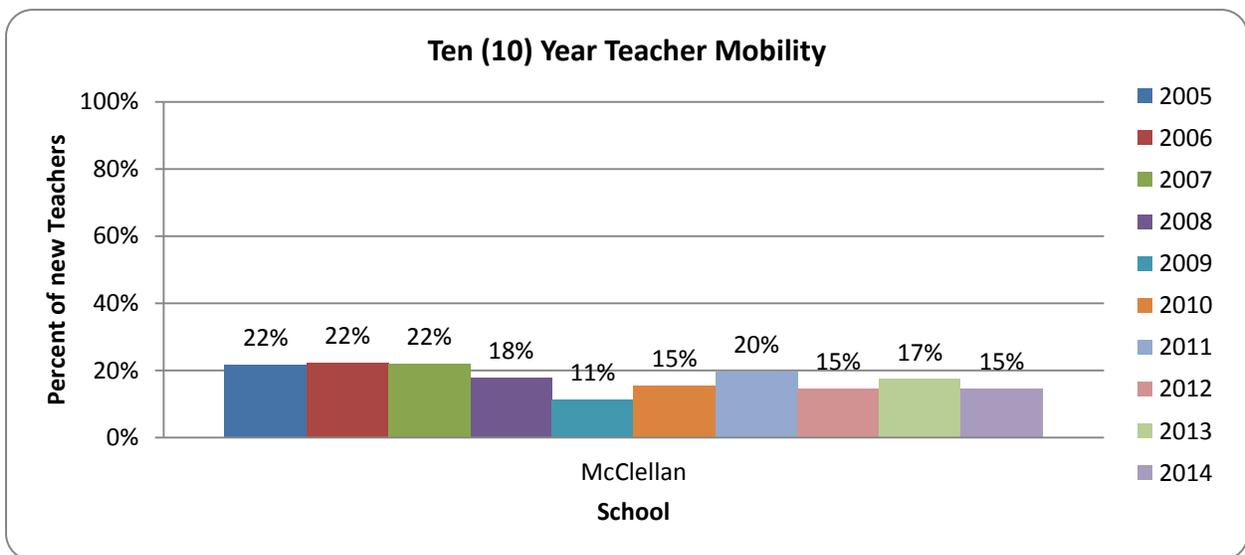


Figure 47. McClellan teacher mobility over a ten year span.

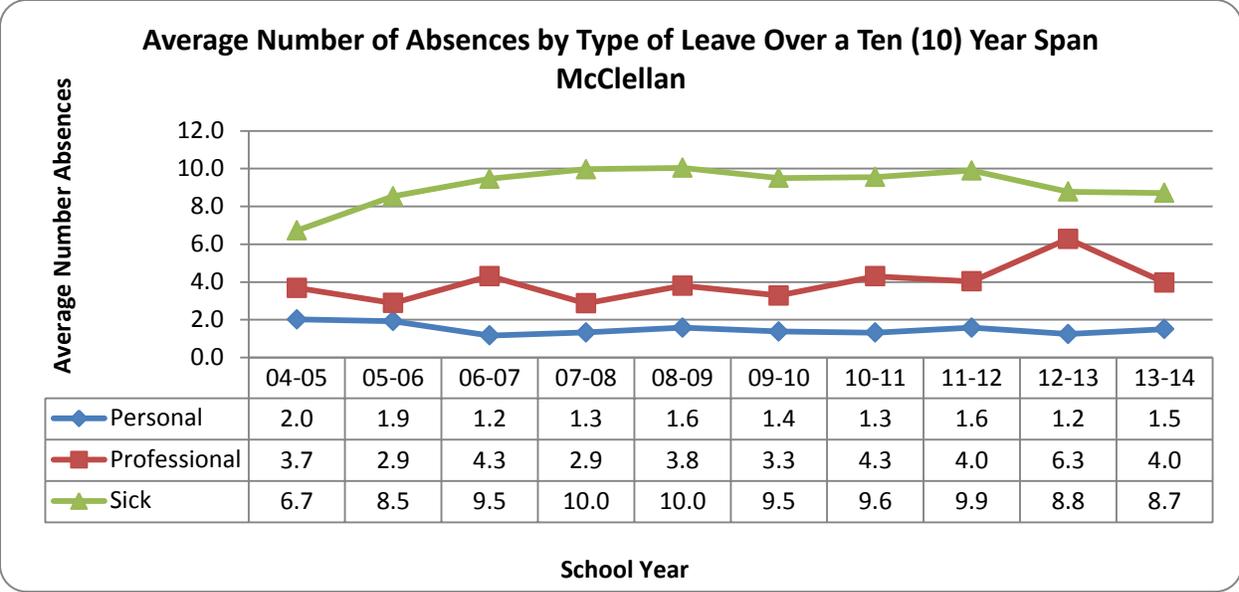


Figure 48. McClellan average number of absences by type of leave over a ten year span.

The state of Arkansas mandates that licensed educators accumulate at least 60 hours of professional development yearly with 36 of those hours being required to maintain licensure. The LRSD offers professional development to all employees to assist in not only meeting the requirement, but also to help all educators meet the needs of all students. McClellan has seen a decline in teachers completing 60 hours of professional development going from 84.4% in 2004-2005 to 58.4% in 2013-2014 (see Table 18).

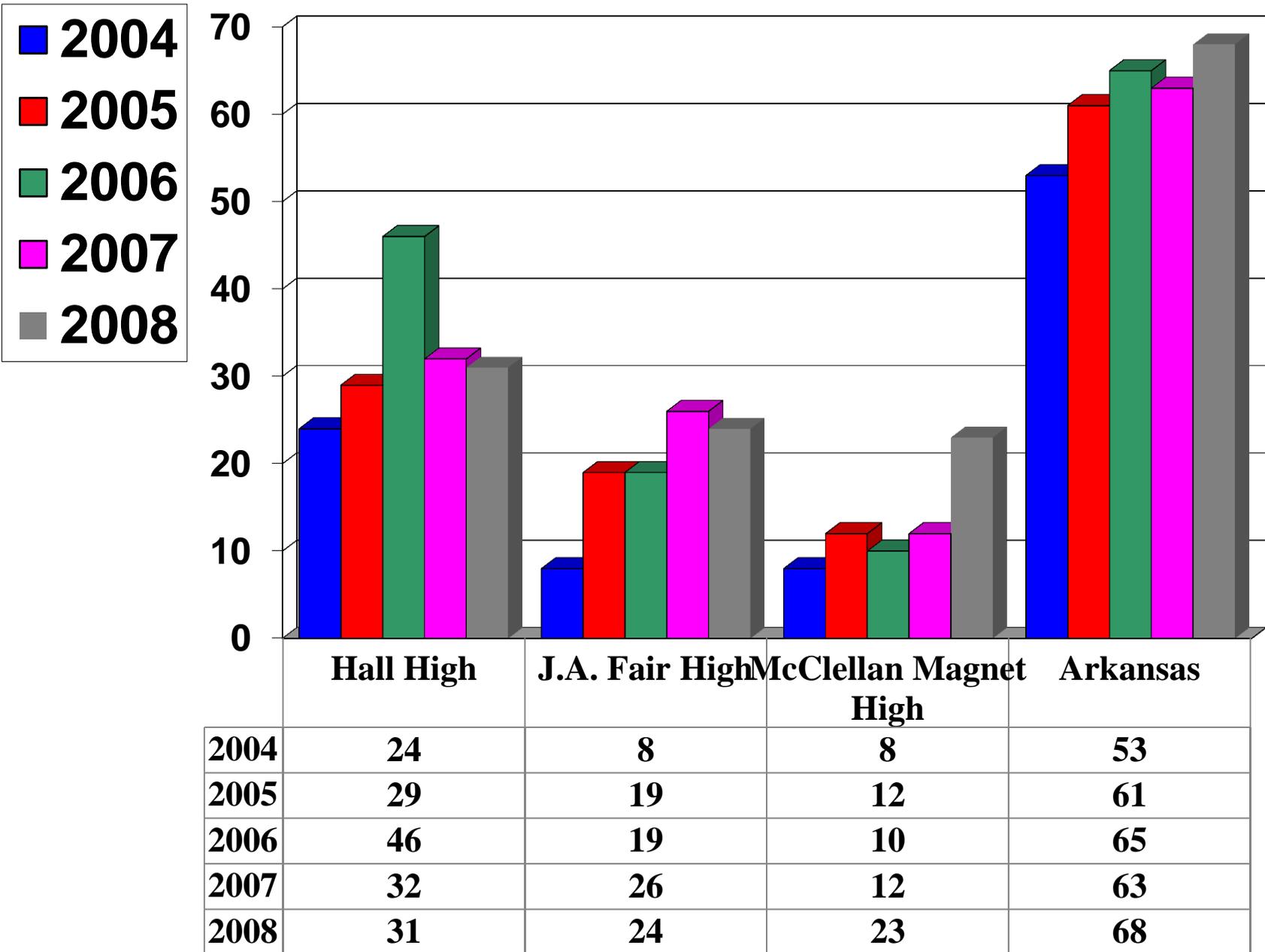
Table 18

*McClellan Percent of Teachers Completing 60 Hours of Professional Development*

04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
84.4%	64.9%	89.5%	76.3%	89.9%	91.1%	89.8%	92.1%	85.7%	58.4%

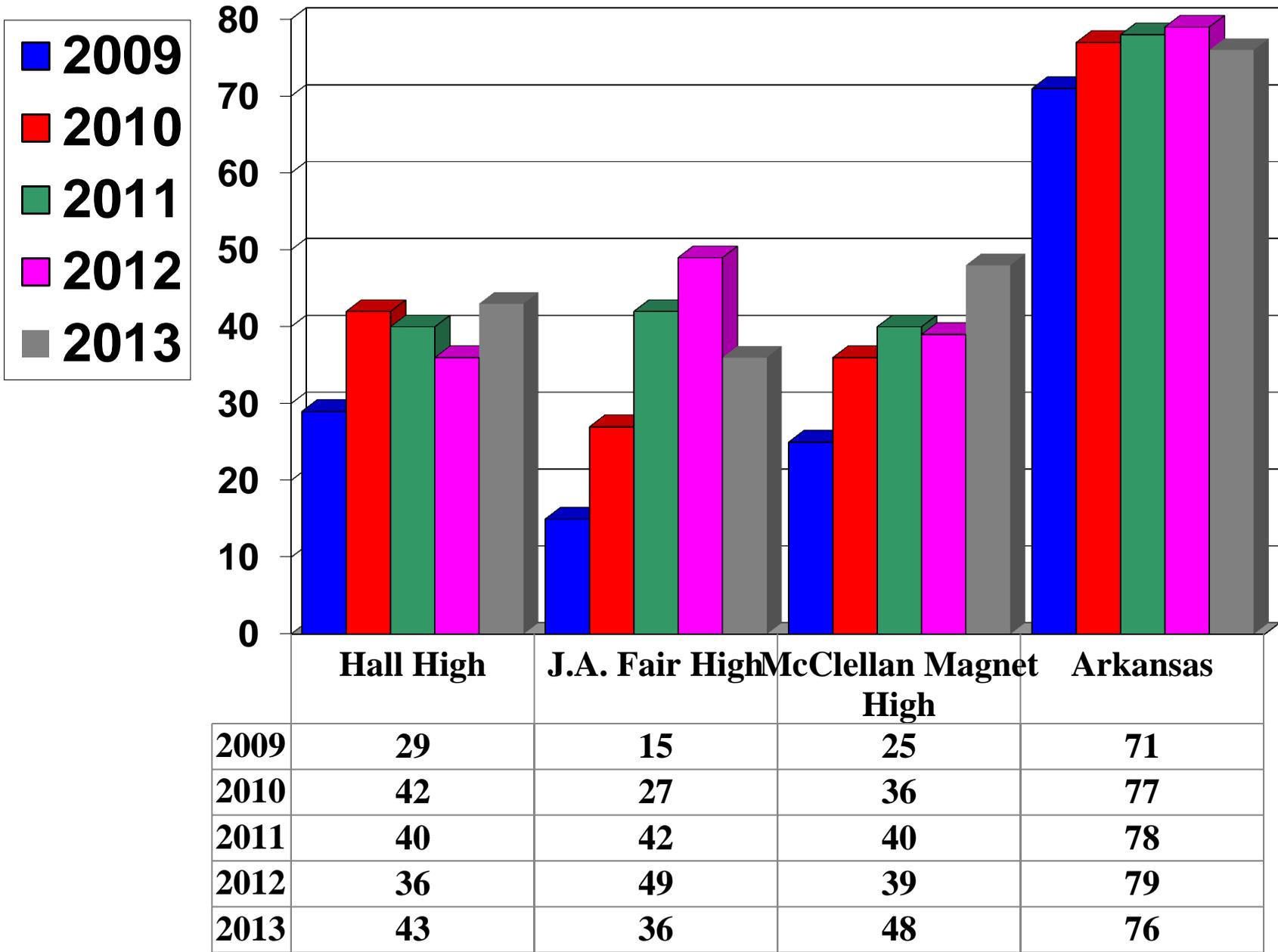
# Little Rock and State Algebra I

Percent Proficient or Advanced



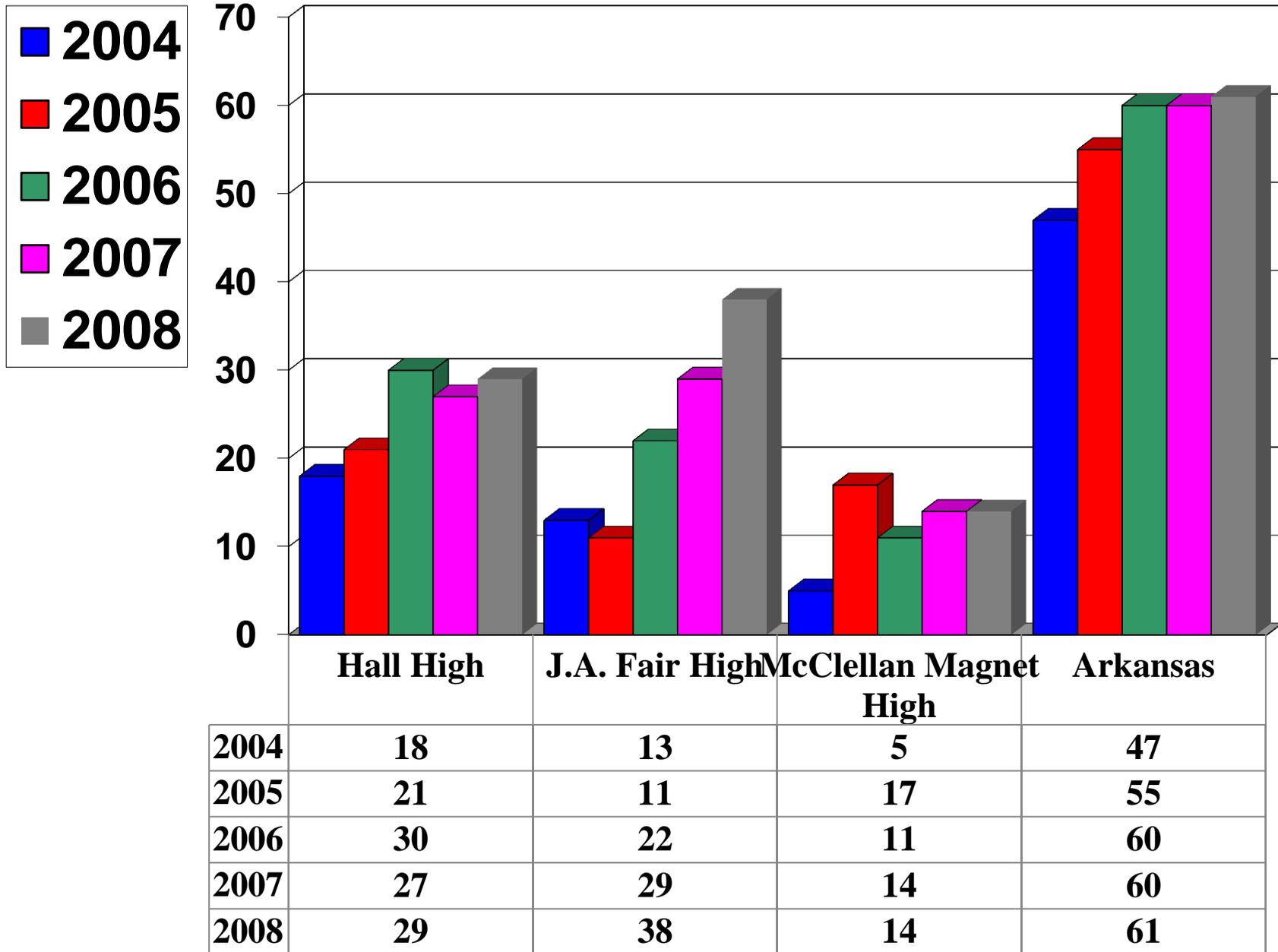
# Little Rock and State Algebra I

Percent Proficient or Advanced



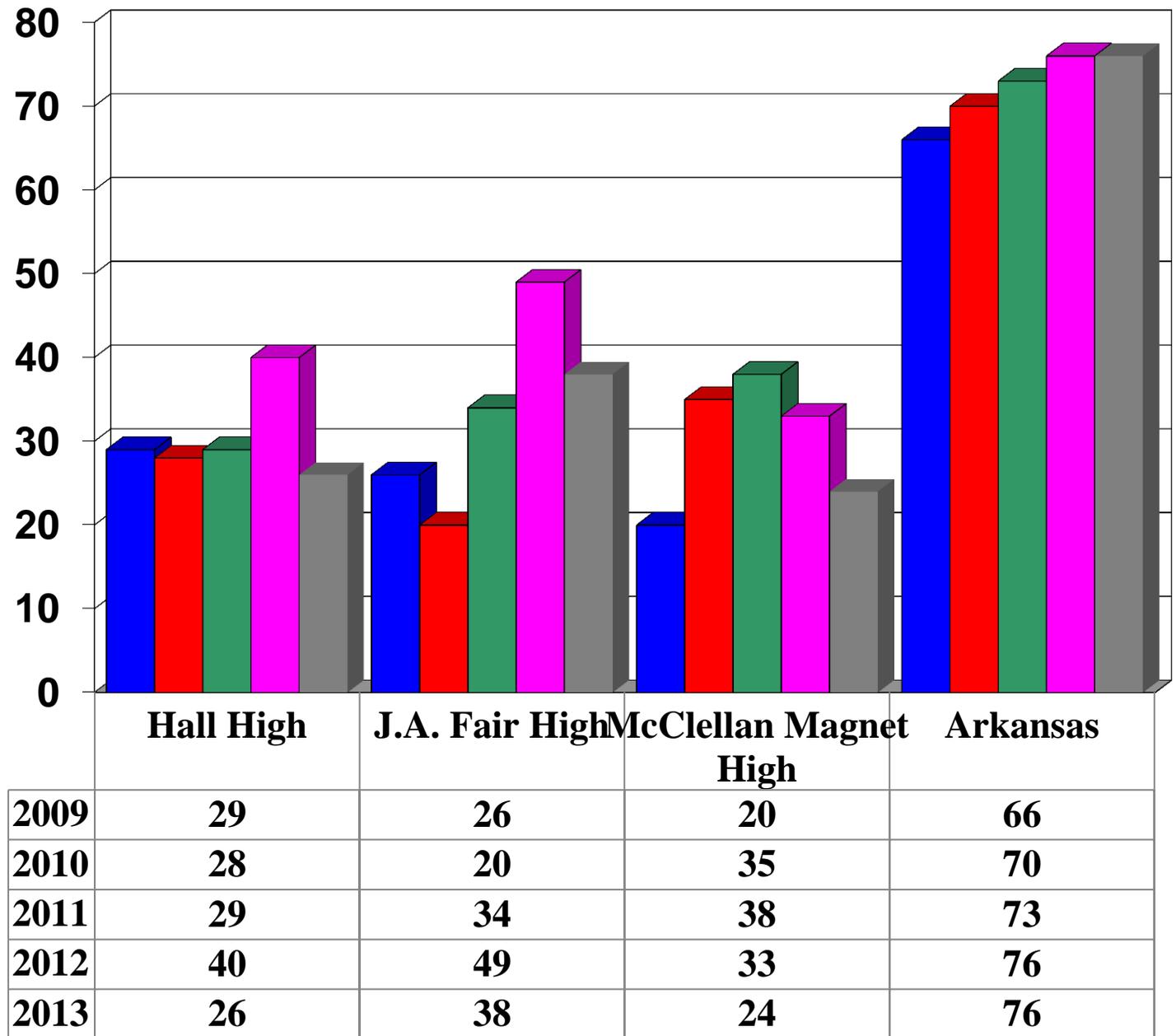
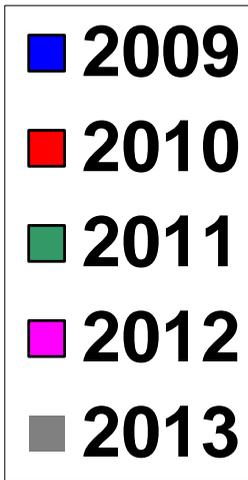
# Little Rock and State Geometry

Percent Proficient or Advanced



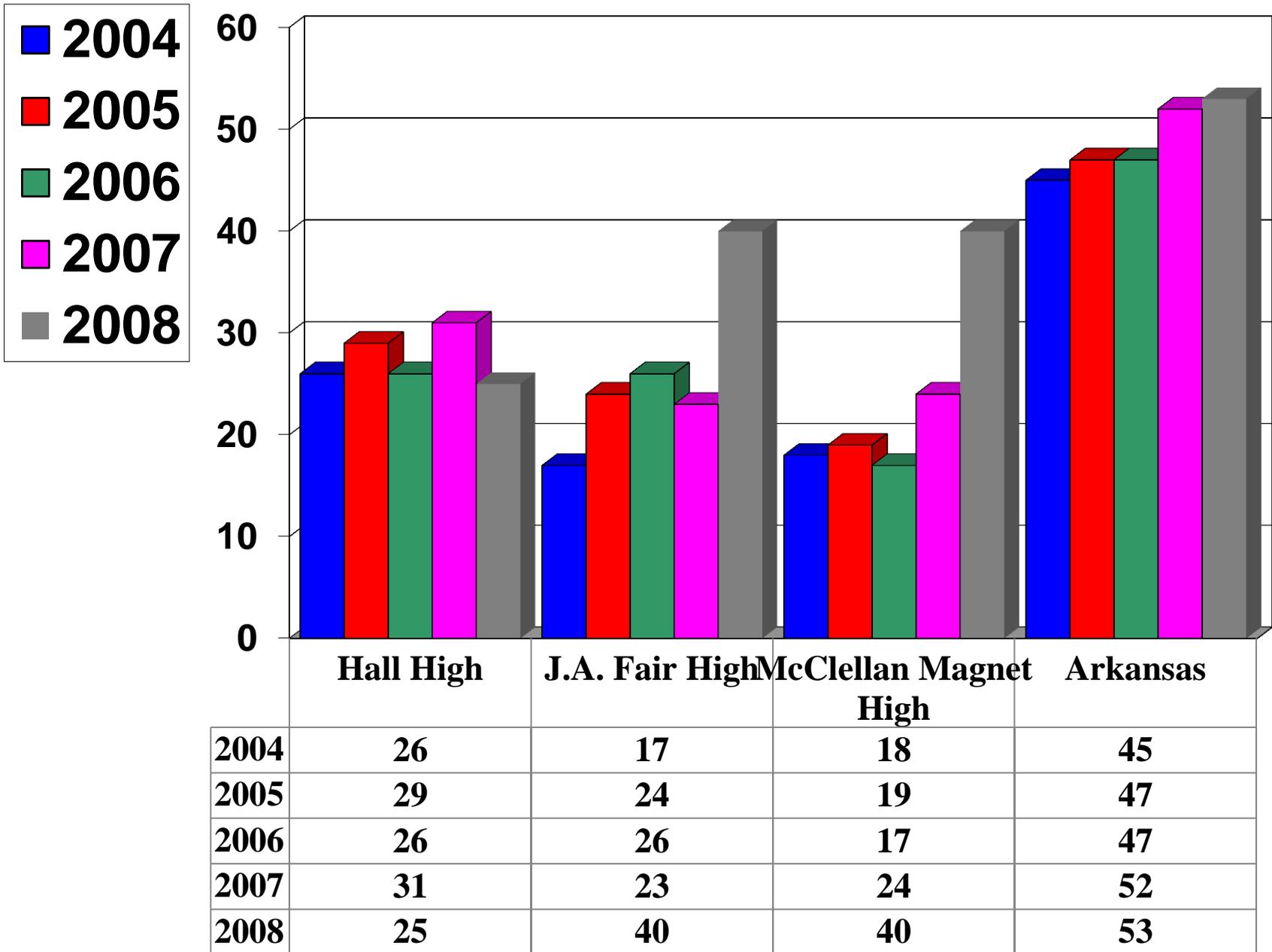
# Little Rock and State Geometry

Percent Proficient or Advanced



# Little Rock and State Grade 11 Literacy

Percent Proficient or Advanced



# Little Rock and State Grade 11 Literacy

Percent Proficient or Advanced

