Welcome
Meeting #1 (Arkansas Baptist College 8/20 6:30 - 8:00 pm)
Meeting #2 (Don Roberts Elementary 8/26 6:30 - 8:00 pm)
Meeting #3 (St. Mark’s church 8/27 6:30 - 8:00 pm)
Meeting #4 (ADE 9/3 5:30 - 8:30)
Game Plan

- Welcome
- Information/Timeline
- Facilitated Conversation
- Questions posed from moderators
- 15 minutes per question
Please...

- Wait to be recognized to speak
- Allow the recognized speaker to finish without interrupting
- Respect the time limits (3 minutes)
Informational Updates
Accomplishments

- Pinnacle View Middle School and Southwest High School
- Capital improvements
- Adjustment of Budget during loss of Deseg Funding
- Increases to teacher salaries
- LRSD on state systems (eSchool and eFinance)
- Increase in use of TESS & LEADS (Staff Evaluation and Support)
- Graduation Rate improvements
- Restructure of Central Office and work with Urban School Human Capital Academy
- Employment contracts available to staff earlier (May vs following Spring)
- Intensive support in academically struggling schools by OCSS
Areas For Improvement

- Consistent academic improvement in the challenging schools
- Unique systems of support for schools with the most needs
- Staffing and leadership that specialize in working with challenging schools
LRSD taken over for Academics in January 2015 and identified as Level 5 in July 2017.

**Timeline for Relationships and Implementation**

- **Stakeholder engagement to develop ESSA 2015-2017**
- **ESSA Plan approved January 2018**
- **2017 ESSA School Index, School Rating and Rewards April 2018**
- **General Support for understanding data, cycle of inquiry, and systems**
- **2018 ESSA School Index, School Rating and Rewards October 2018**
- **General support continues, Identification of schools in need of support**
- **Consultation with districts to determine levels of support**
- **2019 ESSA School Index, School Rating and Rewards October 2019**
Where are we now?

Exit Criteria

● Qualitative
  ○ Collaborative teams regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
    ■ Elementary schools participating in Professional Learning Community training.
    ■ Secondary Schools participating in High Reliability training
  ○ The school is aware of and monitors predominant instructional practices.
    ■ District is reviewing current practices and developing common language and protocol.
  ○ The school provides teachers with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.
    ■ Increase in number and consistency of teacher classroom observations and support.
Where are we now?

Exit Criteria

- Qualitative
  - The school curriculum and accompanying assessments adhere to state and district standards.
    - District has identified a reading program.
    - District is receiving training and support for implementation of reading program.
  - The school manages its fiscal, operational, and technological resources in a way that directly supports teachers to provide a safe, supportive and collaborative culture and increase student achievement.
    - District has converted to eFinance to aid in development of school based budgets.
    - Staffing has been reviewed and allocated in a more efficient manner.
    - 1003 Funds have been allocated to cohesive school improvement efforts that are evidence-based.
Where are we now?

Exit Criteria

- Quantitative
  - All F schools meet or exceed 80.0 Content with ELP Growth as identified in ESSA School Index.

<table>
<thead>
<tr>
<th>School</th>
<th>2016-2017</th>
<th>2017-2018</th>
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<tbody>
<tr>
<td>Bale</td>
<td>77.23</td>
<td>76.4</td>
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<tr>
<td>Hall</td>
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<tr>
<td>JA Fair</td>
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<tr>
<td>McClellan</td>
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<td>Stephens</td>
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<td>75.84</td>
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<tr>
<td>Washington</td>
<td>80.86</td>
<td>75.06</td>
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</table>
Where are we now?

Exit Criteria

- Quantitative
  - The number of students in Close, Ready, Exceeds for both Math and ELA will exceed the number of students In Need of Support categories according to the ESSA School Index. This is for all F schools identified based on the 2017-2018 School Year

<table>
<thead>
<tr>
<th>School</th>
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<th>Close</th>
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<td>35</td>
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<tr>
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<td>6</td>
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<td>32</td>
<td>27</td>
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<tr>
<td>Washington</td>
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<td>30</td>
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<td>Washington</td>
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<td>76</td>
<td>24</td>
<td>3</td>
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Where are we now?

Exit Criteria

- Quantitative

Fiscal, operational, and human capital to support teaching and learning in an efficient and effective manner.

Staffing allocation is aligned with student enrollment in order to build a school budget that is fiscally sound. The revenue will match or exceed expenditures in all funds 1,2 and 4. The unrestricted fund balance will increase or remain the same.

FY 18 Unrestricted Fund Ending Balance $30,794,292.10
Next Steps

If the public school district has not demonstrated to the State Board and the Department that the public school district meets the criteria to exit level 5 – intensive support within five (5) years of the assumption of authority, the State Board shall annex, consolidate, or reconstitute the public school district under Ark. Code Ann. § 6-13-1401 et seq. and applicable rules.

“Consolidation” means the joining of two or more school districts or parts of districts to create a new, single school district.

“Annexation” means the joining of a school district or part of the district with a receiving district.

“Reconstitution” is not defined in the law applicable to this situation—the Arkansas Educational Support and Accountability Act. “Reconstitution” could take a variety of forms, some of which you'll be considering today.
Questions

- Option to respond verbally
  (3 minutes per question - 4 responses)
- Option to respond electronically
  https://www.surveymonkey.com/r/KQVSCSM
- Option to use QR code on next slide
- Option to respond on writing
  (notecards available in the back)
Scan with your phone to link to the questions
Questions

Up to 4 responses
3 minutes per response
Summary from Facilitator
Question #1

In thinking about a reconstituted LRSD:

- What are the pros and cons of school board elections that the State Board of Education should consider?
- Are there benefits to having an appointed vs an elected board?
- Should/ Could there be an option for both?
Question #2

If the LRSD has one or more schools that do not meet the exit criteria, there are options under a reconstituted district.

Discuss one or more of the options listed below:

a. Schools that meet exit criteria are returned to local control;
b. Schools that do not meet exit criteria remain under state authority;
c. Schools that do not meet exit criteria are closed and students moved to higher performing schools.
Question #3

In a reconstituted LRSD, schools with the greatest needs should have access to the greatest resources, including the most effective teachers and administrators.

a. What would motivate or incentivize educators to choose to work in the most challenging schools?
b. How would educators be recruited and hired?
c. What are the challenges to staffing struggling schools?
Question #4

In a reconstituted LRSD, additional student supports should be available to students in the district's struggling schools.

● What are some options for additional academic supports and wraparound services that should be made available to schools that do not meet exit criteria that are not currently in place within the district?

● Should private funds be utilized to make the supports available?
Contact us

- Email us at ade.lrsdfeefback@arkansas.gov
- Survey links
  - Open ended questions
    https://www.surveymonkey.com/r/BDH7MX9
  - Rating scale survey
    https://www.surveymonkey.com/r/BDH7MX9
- Notecards