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A-2: LITTLE ROCK SCHOOL DISTRICT

EXHIBIT ONE (1)

SHARON K. HILL, CCR
(501) 680-0888

FIT TO

December 20, 2018



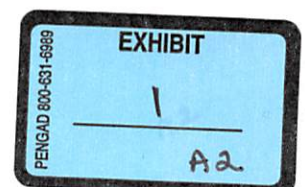
LITTLE ROCK
SCHOOL DISTRICT

Dream, Disrupt, & Deliver



THE POWER OF US

Little Rock School District
Presentation to the
Arkansas Department of Education





LITTLE ROCK SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT

December 19, 2018

Dear State Board Members,

The Little Rock School District is an amazing place to work. The value of this school district to its community should never be underestimated. I am very proud that the investment in the school district continues to grow. Last year volunteerism moved from a value of \$19.0 million of contributed hours to over \$27.0 million.

I know you and our community seek to support this District to create more opportunities for our students, develop stronger partnerships to impact learning, and most importantly, to deliver an education system that supports a year's worth of academic growth for each LRSD student. A sense of urgency is good and I believe you have that desire for achieving the aforementioned targets in our District. To enact meaningful change and to sustain change, systems must be established.

As a State Board I also ask you to consider the following facts that have complicated or at least made system development challenging. Consider this school District has reduced its budget significantly over the past five years. First there was the loss of desegregation funding -\$41.0 million and then last year we made another reduction of \$5.0 million. Any organization that endures this form of disruption would have significant changes to make in personnel and in delivery. A second factor that should be taken into consideration is the loss of students, just this past year enrollment was down by more than 650 students and has been on a decline for years. I offer this information to emphasize our current reality and to bring some balance to your assessment of our District.

As you consider potential actions that will impact LRSD today I hope the following documents will help inform your thinking:

- Foundational Education Initiatives (Implementation 2016-present)
- OEP Analysis of Results

Bottom line. Does LRSD have work to do? Most definitely. However, we should take into consideration the significant challenges and accomplishments that have been made before we adjust delivery and move away from a plan of action that aligns for the most part with the State's effort to impact achievement.

As we strive to achieve academic growth, and develop and sustain systems which build capacity among staff, it is imperative that we continue to work collaboratively to ensure our District's success, which ultimately leads to student success.

Sincerely,

Mike Poore
Superintendent of Schools

Little Rock School District

Significant Foundational System Development

2016-Present

eSchool: LRSD was the final school district to implement the State's student information system. This change was dramatic for staff as a result of a previous system being used for over 20 years. The change was supported by ADE and is leading to dynamic data for all stakeholders.

eFinance: LRSD moved to the State Finance system in 2017. This change was also dramatic for staff as the previous system had been utilized for a long period. Moving to this system allows LRSD information to be shared publically and creates alignment with the state's system. ADE has been very supportive during the transition.

TESS/LEADS: LRSD joined the state late on this system to support teachers and administrators on development. LRSD continues to work with ADE on this system. It should be noted that LRSD staff were given credit by ADE for how aligned they were on determining performance evaluations.

Professional Learning Communities (PLCs): PLCs are not new in the LRSD. However, the approach to implementation now includes a systematic introduction and expectation of all staff that PLCs will be utilized in both classrooms and operations. Teachers and administrators from each site were trained this fall. Follow-up training has already been scheduled. Additionally, support for School Improvement Plans is conducted in a PLC environment to allow schools to share impactful strategies. Targeted schools receiving 1003 funds will have additional, in-depth training and support in 2019.

Positive Behavioral Intervention Supports (PBIS)/Crisis Prevention Institute (CPI)/Restorative Justice: Though each of these require their own training and support, they have aligned proactive techniques and systematic methods for supporting students in positive behavioral development. That sounds like they are not unified but in fact they are aligned and are needed to support students. PBS creates the system to allow tiers of intervention for students who demonstrate behavior issues. CPI is a tool to help deescalate poor behavior before it becomes a bigger issue. Restorative Justice is a mindset; solutions need to be in place to avoid sending students home for extended periods of time. Suspensions just disrupt the learning process.

Literacy Development

- **RISE:** The district has been very intentional about RISE training and received great support from ADE. All elementary schools have at least a portion of their staff trained in RISE. All teachers will have participated in RISE Academy by the end of next year. This year, middle schools began training teachers in sixth grade. LRSD is working with ADE to monitor implementation.
- **Orton-Gillingham:** The LRSD has a large number of teachers who are trained in this methodology. This is a critical aspect of successful intervention and instruction.
- **Lexia Core5 Reading:** All sites that with a large ESL population are using this tool with great success to support literacy development of second language learners.
- **New Lit. Curriculum Resources for Secondary:** Secondary English teachers are utilizing new adopted resources and received training on how to use these resources during pre-school in-service.

- **Literacy Curriculum Adoption Elementary:** The district is currently reviewing options for elementary literacy curricular resources. The science of reading is greatly informing this process, as we have many teachers and committee members who have attended the RISE Academy. ADE will review and support this process.

Virtual Online Registration- Might seem like a minor system development but it was a game changer for our parents and will develop into a game changer for LRSD. This type of system allows us to better understand enrollment and then make staffing decisions in a timelier manner.

District Website Remodel-Communication Tool Enhancements: This is a systems improvement. Not only on providing information but also providing new access for parents to receive supports. The District's newest deployment will be a portal that allows a parent to have a single log on for all the apps that support learning and student information.

Appeals on Data: LRSD is now very systematic in reviewing data to be released. This was not the practice in prior years. The review of data is supported by ADE and has impacted not only test scores but analysis and understanding of data trends.

Implementation of NWEA MAP Assessment: This is a huge change for LRSD. The MAP Assessment was implemented for K-2 last school year and now is being utilized K-10. The tool provides rich data to all stakeholders and is creating rich discussions in PLC environments all over the school district. This tool allows the District to really measure our growth, fall to Winter, fall to Spring, or Fall to Fall.

Community Partnerships/Think Tanks/Advisory Boards: LRSD has worked very hard to engage the community and build partnerships that support our students and staff. Multiple think tanks have occurred with ADE, vendors, and community members. These think tanks/advisory boards provide mechanisms to encourage inclusion and determine direction. They also provide methods and ideas for accountability. The advisory boards include the work of our Community Advisory Board. They have also monitored and supported work at our most challenging academic schools and helped develop policies for the district.

Development of Career Technical Education: This is one area where advisory boards have been used extensively to create opportunities for all students to access and be prepared for college and /or workforce. We have implemented the Excel Program. In year two, our enrollment has doubled in this project-based career development option. We have also created new partnerships with the business community and Metropolitan Career Technical Center to create authentic, relevant learning opportunities for our staff. This year we started a middle school project-based environment that ties the business community to middle school students to tackle real, relevant projects. The latest effort to enhance career tech education is a Career Academy model. This work is being explored in conjunction with the Regional Chamber of Commerce. The goal is to enhance college and workforce preparedness. Finally, we have adopted Naviance. This will assist students, parents, and staff with career exploration and post-secondary options.

Bright Futures: This system was developed in partnership with Goodwill and the city of Little Rock; it also has its own advisory board. The goal of this system is to create solutions within 24 hours for students and families when they have needs that are hindering the ability to learn.

Professional Development Delivery: There is no adequate way to share all the PD that has occurred over the last two and half years. LRSD staff has had a plethora of professional development to support implementation of these systems and to improve instruction. Quality professional development is critical to successful teaching and student achievement. The delivery of PD in LRSD and subsequent actions by staff have been impactful.

Facility Upgrades: LRSD has made significant progress on improving facilities. We have opened the renovated Pinnacle View Middle School and we are moving forward on Little Rock Southwest High. Additionally, we have tackled the six largest energy consumers in the district by installing new windows, HVAC systems, and lighting. Finally, we are implementing projects tied to our second lien loan. The loan is creating upgraded security cameras at all secondary schools, improving HVAC systems in kitchens and high school gyms, installing new roofs and security entrances at two schools, and improving multiple outdoor athletic facilities.

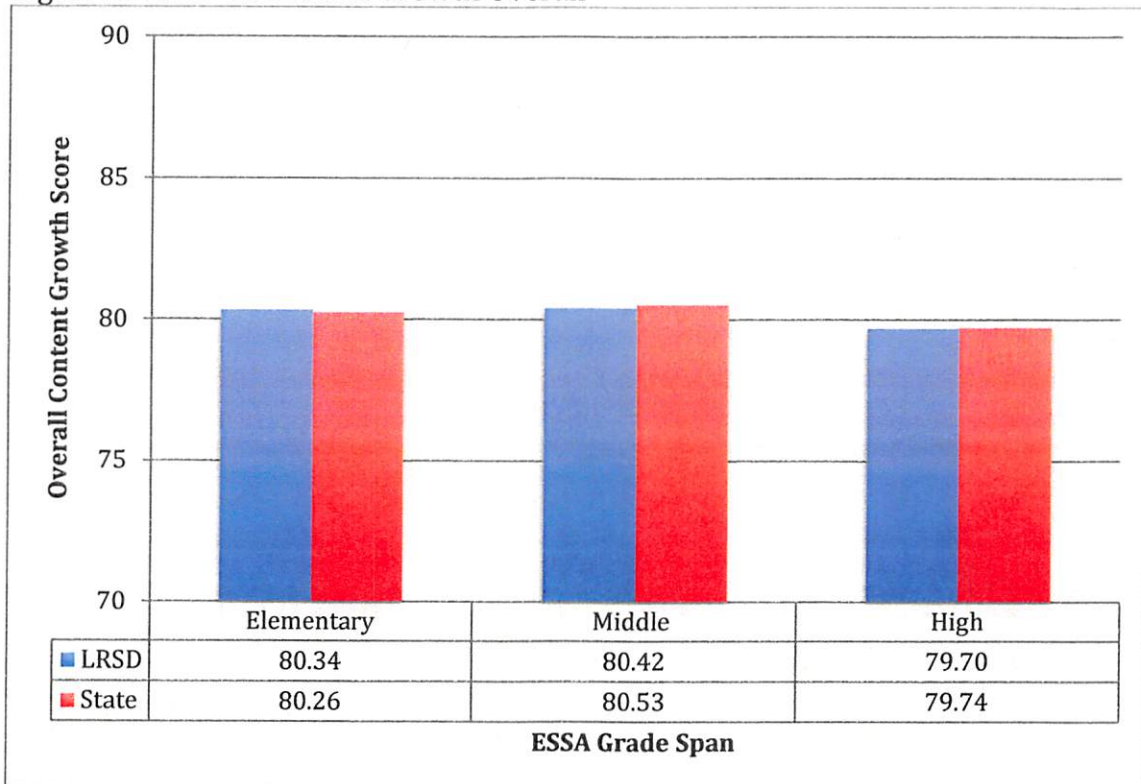
New Phone System: This may seem like a minor system issue compared to others. However, the new phone system was on hold for almost two years. In 2016, a charge was delivered to have installation completed by December 2016. The target was met and enhanced communication became a reality.

HR Systems: We have worked diligently to streamline our HR system. We are implementing TalentEd, which is a new tool that interacts with the eSchool and eFinance. TalentEd supports onboarding of new employees and provides virtual platforms for all HR functions. It also creates aligned support and delivery to LRSD units that interact with HR, Business Services and Curriculum and Instruction (PD).

Grant Management: We have been intentional with grant requests to align with our system approach. This has led to devices for all high school students, medical-dental care for students in need, and support for performing arts. Additionally, we work with ADE to target use of state and federal grants to utilize resources to attack issues within our district.

Little Rock student GROWTH compared to the state:
In 2017-18, the growth of student achievement in Little Rock Public School District was not significantly different from the student growth observed at the state level.

Figure 1. 2017-18 Student Growth Overall



Source: Myschoolinfo

As presented in Figure 1, LRSD had slightly higher overall growth than the state at the elementary level (+0.08). LRSD middle level students demonstrated slightly lower growth than the state overall (-0.11), and growth for high school students was almost the same (-0.04).

Growth by content area (English Language Arts and mathematics, respectively) are presented in Figures 2 and 3. Results are consistent across content areas, with elementary students in LRSD demonstrating somewhat greater growth than the state overall, while middle and high school students demonstrate slightly lower growth. Given that standard deviations by grade span range from 2.23 to 3.65, differences are not practically or statistically significant.

Figure 2. 2017-18 Student Growth in English Language Arts

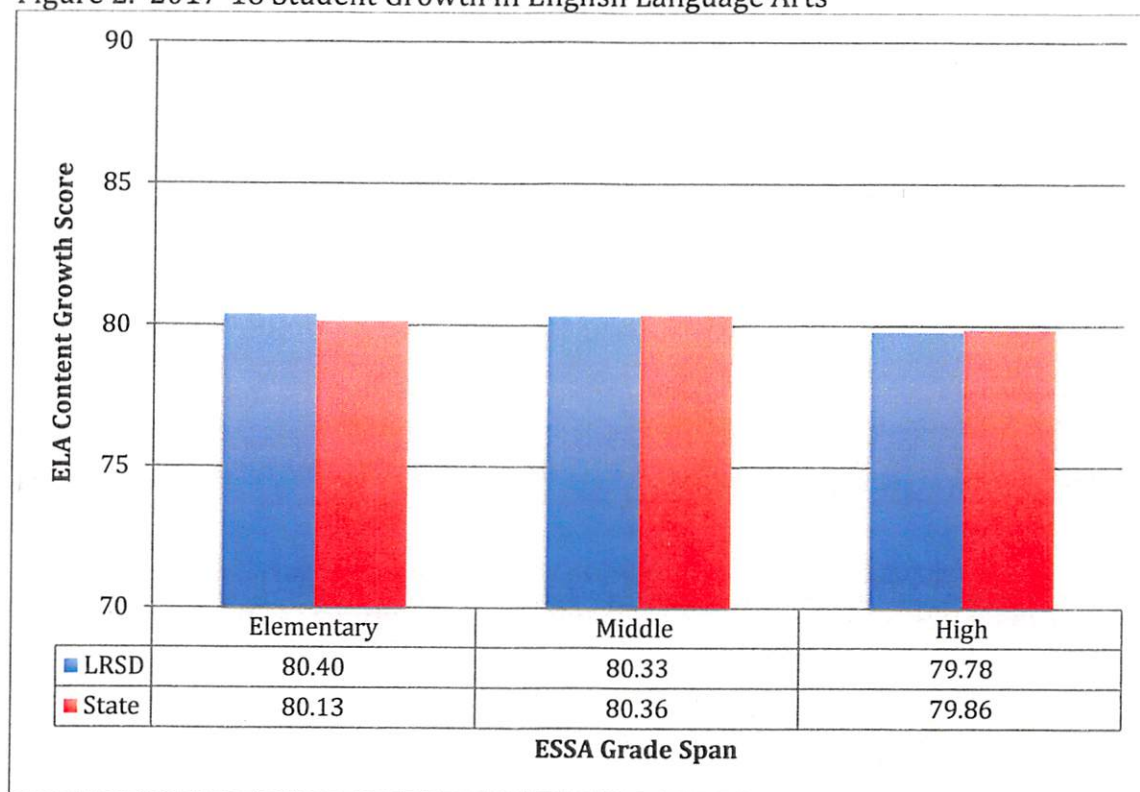
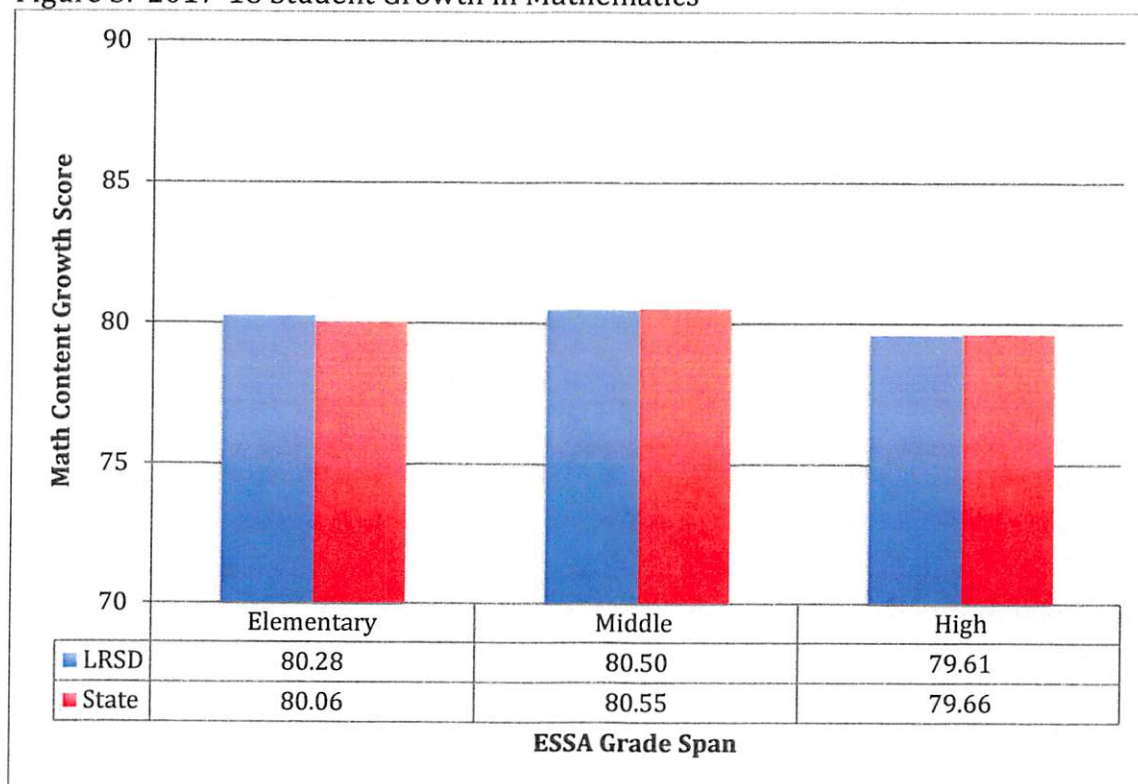


Figure 3. 2017-18 Student Growth in Mathematics



Little Rock student ACHIEVEMENT compared to the state:

In 2017-18, the achievement of students in Little Rock Public School District was lower than state achievement, but the gap did not increase from the prior year.

Weighted performance scores from 2016-17 and 2017-18 are presented for elementary, middle, and high school level schools in the following figures. The scores reflect student achievement in ELA and mathematics. Declines in 2017-18 were due to the change in scoring ELA by ACT Aspire. Statewide and in Little Rock School District, subject areas proficiency rates were stable across the two years.

The gap in achievement has remained essentially unchanged since 2016-17. The gap in elementary level achievement, presented in Figure 4, was 7.3 in 2016-17, and 7.6 in 2017-18. The gap in middle level achievement, presented in Figure 5, was 11.4 in 2016-17, and 11.6 in 2017-18. The gap in high school level achievement, presented in Figure 6, was 14.5 in 2016-17, and 14.7 in 2017-18. Given that the standard deviation is approximately 15, the gaps are all statistically significant.

Figure 4. Elementary Level Weighted Achievement, 2016-17 and 2017-18

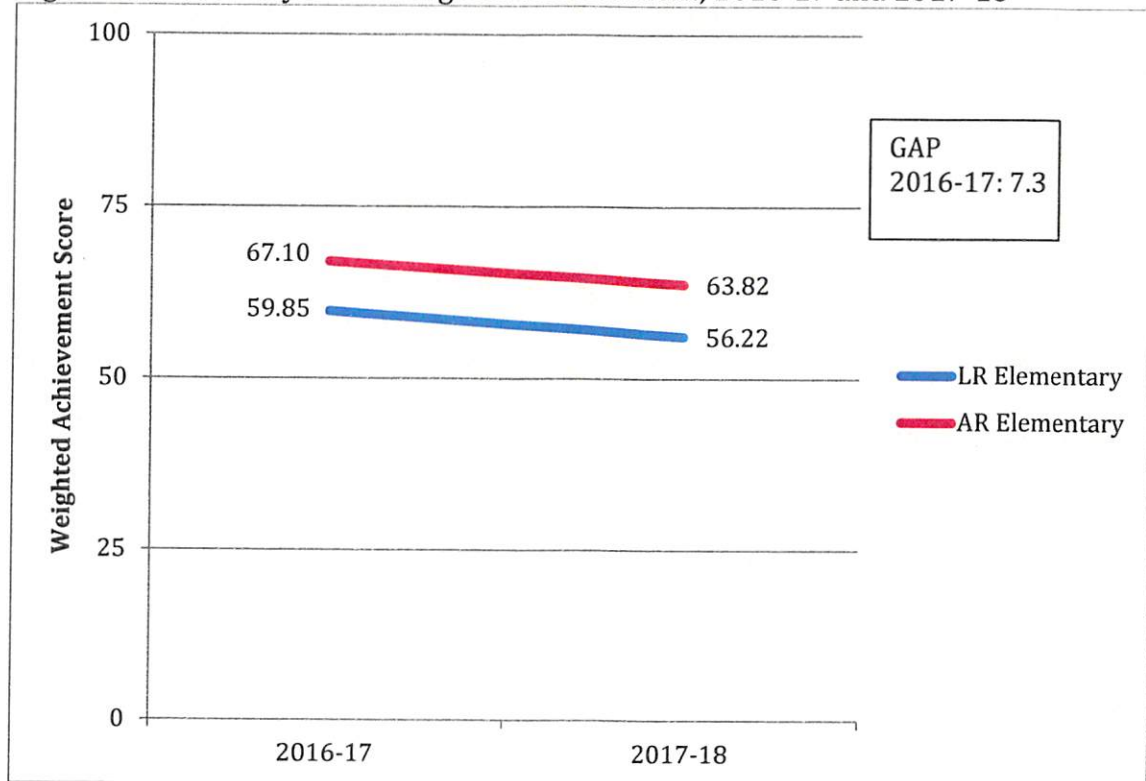


Figure 5. Middle Level Weighted Achievement, 2016-17 and 2017-18

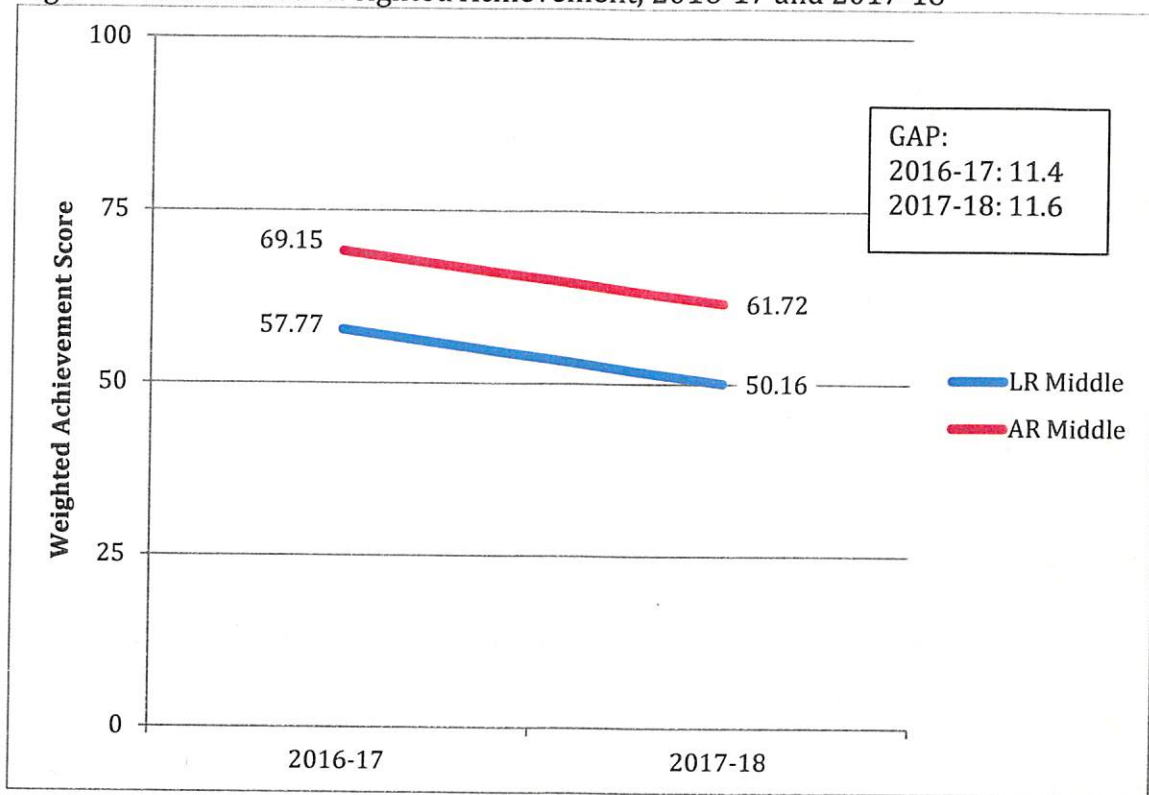
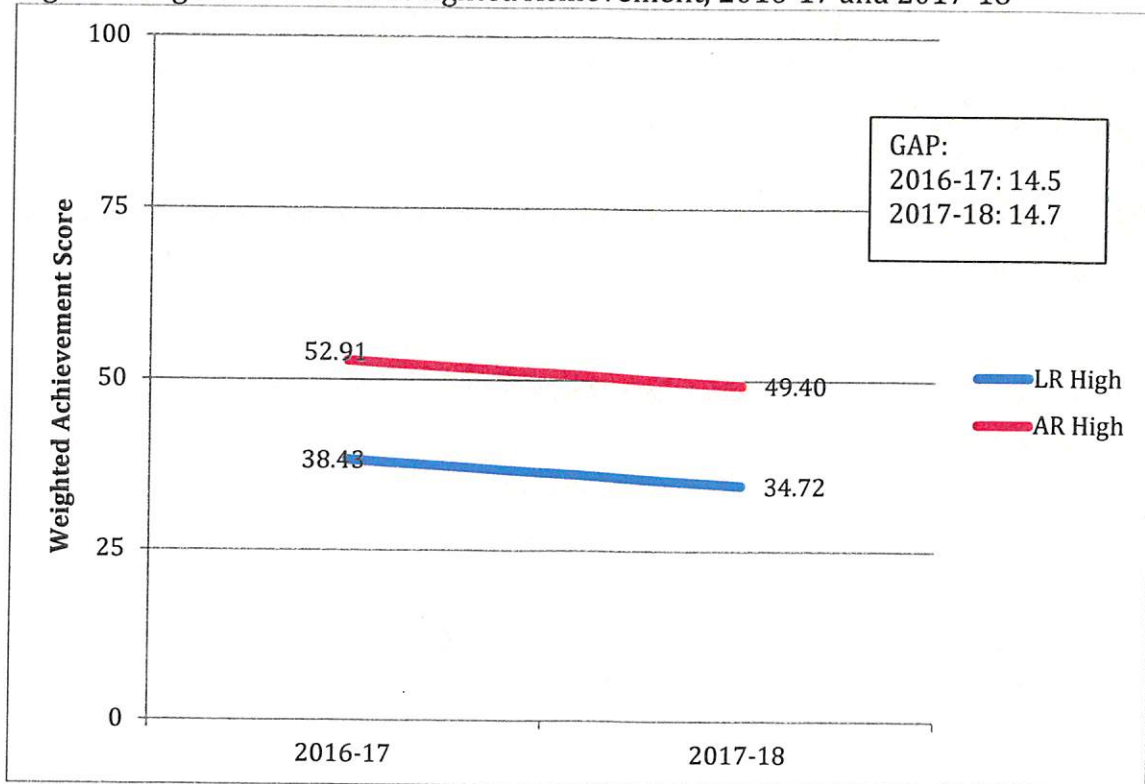


Figure 6. High School Level Weighted Achievement, 2016-17 and 2017-18



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A-2: LITTLE ROCK SCHOOL DISTRICT

EXHIBIT TWO (2)

indicate the need for additional support, this support may be present in the classroom or school environment. This will be the purpose of the team meeting.

- c. Additional Documentation Form. This form is optional, but the team may want to use this form to document the areas of concern and whether there is support within the school environment to address this concern.

ii. Dyslexia –

- a. The term "dyslexia" should not be used in our reports unless we are discussing the results of an outside report where this term is used as a diagnosis for the student.
- b. Our reports should not make a recommendation for the student to be referred to the "dyslexia interventionist or dyslexia therapist."
- c. If your test results indicate a weakness in reading that does not result in the identification of a Specific Learning Disability, you may want to recommend a referral to the School Based Intervention Team in the building.

iii. Additional information –

- a. Information to turn in with reports

- i. CIS Form
- ii. Protocols
- iii. Copy of Report

- iv. Initial – Referral Form, Referral Conference Decision Form, Prior Written Notice

EXHIBIT

2

A2

6869-159-008 DVENG



Liz Rogers

Mon, 02/01/16 12:26 pm

Message:

What are the fidelity parameters for Recipe for Reading? I just talked to a teacher who thinks a "small group" of 7 is ok. I'd think 3 is max. I can't find anything on this site. What is your fidelity recommendation?

2/1/16

Ticket created while on: <http://eps.schoolspecialty.com/products/literacy/reading-intervention/recipe-for-reading/about-the-program>

Powered by LiveChat



audie alumbaugh <audiealumbaugh@gmail.com>

Fwd: Recipe for Reading Questions

2 messages

Mary Rogers <marybrogers1@gmail.com>
To: audie alumbaugh <audiealumbaugh@gmail.com>

Fri, Apr 8, 2016 at 9:16 AM

----- Forwarded message -----

From: **Churchill, Mari** <Mari.Churchill@schoolspecialty.com>

Date: Wed, Feb 3, 2016 at 1:38 PM

Subject: Recipe for Reading Questions

To: "marybrogers1@gmail.com" <marybrogers1@gmail.com>

Hi Liz; I've posed your questions/situation to our management; it really comes back to your decision as to how many kids should be involved at a time; what type of students are you planning on using Recipe for Reading with? You mentioned specifically dyslexic students – are they mild, moderate, severe? Typically dyslexic students do better one-on-one – or in very small groups – 2-3. If your students are severely dyslexic, you might want to consider the SPIRE program, as the scope and sequence of SPIRE goes further and will get your students to full literacy.

Struggling readers (non-dyslexic) who need help with basic phonics skills will do well with Recipe for Reading.

If you do use it with dyslexic students, it is suggested you do not have more than 5 students.

Is there a reading specialist within your district who might be able to help you in determining the number and level of students who will use Recipe for Reading?

Hope this helps!

Mari

Mari Churchill

Sales Assistant





audie alumbaugh <audiealumbaugh@gmail.com>

Dyslexia and literacy in the LRSD

6 messages

Thu, Jan 18, 2018 at 5:37 PM

audie alumbaugh <audiealumbaugh@gmail.com>
 To: "Mike.Poore@lrds.org" <Mike.Poore@lrds.org>

Mr. Poore,

My name is Audie Alumbaugh and I'm co-founder of the Arkansas dyslexia support group. I understand that you are the superintendent of the state's largest school district. With that being said, I am hoping the errors that I have been witnessing for the past two years in LRSD are because you are unaware and not because you refuse to do anything about it. During the reign of Baker Kurrus the district decided to go with recipe for reading as your program for meeting the requirements for the Dyslexia laws. I have had mixed stories of how this program was chosen but I understand it fell to one person to make the decision. It was a poor decision. I will be forwarding you two emails from the company explaining to you exactly why. But even if it were the best program, The Little Rock School District's implementation is sad at best.

While Cassandra Steele is working with a family to determine the amount of damages that the district is liable for because LRSD failed to teach a child (now senior) to read, I am witnessing the same errors being repeated in elementary schools all over the district. We have recorded every meeting that we have been in and in these meetings intervention is continually delayed. Excuses are made and parents are being told, "We wait until the third grade if the child is still behind then we will begin intervention." This is against the state laws. And this is against common sense. You do not wait on a child to fail before you help him/her no more than you would wait on a child to drown before you jumped in a pool and tried to save him/her. These laws were put into place for early intervention. Parents are bullied in meetings or their request are entirely ignored. Often times parents are told about nonexistent policies that the district has these are used barriers to intervention for a child. I know these to be fake policies because in the very next meeting for a student in the exact same spot an entirely different approach is taken and the "policy" is never even mentioned..... When a child finally receives Dyslexia intervention it is quiet often not implemented with fidelity...It is mixed with other programs which have been proven to be ineffective for children with dyslexia. The delivery time or the group size is not appropriate per the authors your program. It is a waste of time and resources. In short, districts all over the state where life experiences are low and poverty is high, children are learning to read using the science of reading. Those packaged excuses your reading specialists spout will not hold water in years to come for the Little Rock school District. It will in fact be a denial of a free and appropriate public education because of dysteachia and disadministratia. You sir have the power to fix this, please do so.

Recently in a meeting the interventionist stated that she had so many kids she did not even get a lunch break. She also commented on the groups being large. If you will notice in my email from the company you will see that given the program LRSD has chosen you have to work one on one with a child with dyslexia. That is Fidelity. That is not going on in your district.

When you speak to groups and you talk about you guys following the law with regard to dyslexia you look foolish. While you are trumpeting the Little Rock School District is doing all it needs to do, the people under you are systematically denying children intervention. This denial goes much further than just denying reading intervention is impacting students' lives beyond school. Literacy is key to a successful life.

I will be more than happy to sit down with you and work out a solution so that the children of the Little Rock School District can learn to read. If you would just take preventive measures, the financial impact would be less and the results would be stunning.

My personal cell is [REDACTED]

--
69% of kids in Arkansas read below grade level. Why are schools not teaching kids to read?

Poore, Mike <Mike.Poore@lrdsd.org>

Fri, Jan 19, 2018 at 5:03 PM

To: audie alumbaugh <audiealumbaugh@gmail.com>

Good afternoon,

Thank you for contacting us. Attached you will find a letter from the Institute for Multi-Sensory Education regarding the training and program provided to LRSD reading teachers and interventionists. This should explain the confusion you have regarding the program. The program and training were discussed with dyslexia personnel at ADE prior to implementation. This program meets all of the requirements as defined in ACT 1268:

"Dyslexia program" means explicit, direct instruction that is:

- (A) Systematic, sequential, and cumulative and follows a logical plan of presenting the alphabetic principle that targets the specific needs of the student without presuming prior skills or knowledge of the student;
- (B) Systematic, multisensory, and research-based;
- (C) Offered in a small group setting to teach students the components of reading instruction, including without limitation:
  - (i) Phonemic awareness to enable a student to detect, segment, blend, and manipulate sounds in spoken language;
  - (ii) Graphophonemic knowledge for teaching the letter-sound plan of English;
  - (iii) The structure of the English language that includes morphology, semantics, syntax, and pragmatics;
  - (iv) Linguistic instruction directed toward proficiency and fluency with the patterns of language so that words and sentences are carriers of meaning; and
  - (v) Strategies that students use for decoding, encoding, word recognition, fluency, and comprehension

Regarding your questions about group sizes and fidelity, the Response to Intervention process provides multiple options for group configurations. Some groups have six students while others may just have two or three. In some situations, reading teachers and interventionists see students individually.

Excerpt from ACT 1268:

If the initial, level I, or level II dyslexia screening indicates that a student has characteristics of dyslexia, the Response to Intervention (RTI) process shall be used to address the needs of the student. If the dyslexia level II dyslexia screening conducted by the school district indicates that a student exhibits characteristics of dyslexia, the student shall be provided intervention services.

Forming and scheduling groups is done at the school level. If there were a parent with a particular concern about their child's intervention schedule or group size, I would urge the parent to discuss that concern with the principal. The principals have insight about schedules in their buildings to assist teachers in creating schedules that are optimal for student instruction and success. I hope this clarifies our process for you.

Have a great weekend!

Mike

[Quoted text hidden]

***** Email confidentiality notice *****

This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to

from they are addressed. This message contains confidential information and is intended only for the individual named. If you are not the named addressee you should not disseminate, distribute or copy this e-mail. Please notify the sender immediately by e-mail if you have received this e-mail by mistake and delete this e-mail from your system. If you are not the intended recipient you are notified that disclosing, copying, distributing or taking any action in reliance on the contents of this information is strictly prohibited.



Statement LRSD Multi-Sensory 01-19-18.pdf
155K

audie alumbaugh <audiealumbaugh@gmail.com>

Fri, Jan 19, 2018 at 5:27 PM

To: "Poore, Mike" <Mike.Poore@lrdsd.org>

Cc: Johnny Key <Johnny.Key@arkansas.gov>, Joyce Elliott <Joyazure@aol.com>, Stacy Smith <Stacy.Smith@arkansas.gov>

Fidelity?

Sir I am not confused.

- 1) Kids are not being screened. If they are screened their screeners mysteriously disappear.
- 2) Intervention is delayed because of fictitious policies.
- 3) Kids with a dyslexia diagnosis are not being given intervention 1on1.

I hope you have a wonderful weekend... stay warm, read a book(something everyone would love to do).

I recommend you visit with Stacy Smith, Senator Joyce Elliott and Commissioner Key. Perhaps they shed some light.

[Quoted text hidden]

[Quoted text hidden]

Dyslexia and literacy in the LRSD

audie alumbaugh <audiealumbaugh@gmail.com>

Sat, Feb 3, 2018 at 9:03 AM

To: "Poore, Mike" <Mike.Poore@lrdsd.org>

Cc: Johnny Key <johnny.key@arkansas.gov>, Stacy Smith <Stacy.Smith@arkansas.gov>

Please get in compliance with the law. Regardless of your purpose kids are losing years they cannot regain. It is life altering when you cannot read.

By the dozens.....

 The Dyslexia Projec...Dyslexia- AR's Post **2 shares****[REDACTED] Atkins**

Bravo to her. We just left the LRSD because they are ill equipped and not motivated to help a dyslexic student who is not a behavior problem or behind grade level. They can't even use the word dyslexic. My child has the diagnosis. Use the word! We are another involved family who left LRSD. Lots of other issues, but this was the last straw. You

 11

2 shares

**[REDACTED] Atkins**

Bravo to her. We just left the LRSD because they are ill equipped and not motivated to help a dyslexic student who is not a behavior problem or behind grade level. They can't even use the word dyslexic. My child has the diagnosis. Use the word! We are another involved family who left LRSD. Lots of other issues, but this was the last straw. You can't address what you can even say.

33m Like Reply

**Kim Lorey Head**

Do you have a support group?
I need to add you if you don't
already have a strong group of



LITTLE ROCK SCHOOL DISTRICT

810 WEST MARKHAM STREET
LITTLE ROCK, ARKANSAS

February 22, 2018 5:30 PM

I. REPORTS/RECOGNITIONS/PUBLIC COMMENTS:

A. Donation of Property

☐

ATTACHMENTS

II. CONSENT ITEMS:

A. Minutes

☐

ATTACHMENTS

III. EDUCATIONAL SERVICES

A. Response to Dyslexia Questions

☐

ATTACHMENTS

IV. HUMAN RESOURCES:

A. Personnel Changes

☐

ATTACHMENTS

B. Student Calendar 2018-2019

☐

ATTACHMENTS

V. FINANCE & SUPPORT SERVICES

A. January 2018 Board Financial Report

☐

ATTACHMENTS

B. Central High School Historic Preservation Easement

☐

ATTACHMENTS



LITTLE ROCK SCHOOL DISTRICT

810 WEST MARKHAM STREET
LITTLE ROCK, ARKANSAS

DATE: February 22, 2018 5:30:00 PM
FROM: Mike Poore
Superintendent of Schools
SUBJECT: Response to Dyslexia Questions

BACKGROUND:

A thorough report on Dyslexia was presented to the Little Rock School District Community Advisory Board on January 25, 2018.

A copy of all documents, the PowerPoint, and Dyslexia Report were also submitted to the Arkansas Department of Education Commissioner's Office. Additional information was requested from Superintendent Poore regarding Dyslexia via the questions below from Commissioner Key.

RATIONALE:

This response was created to provide clarity to the three questions from Commissioner Key. Since the Board presentation on January 25, 2018, the LRSD staff has been in the process of creating a LRSD Dyslexia Handbook in an effort to ensure that all stakeholders understand the process for identifying students and become aware of the support provided by the District.

⇒ FIRST LAW 2013

FUNDING:

Several funding sources are used to provide training for teachers.

RECOMMENDATION:

We seek to partner with the Arkansas Department of Education to continue to improve and support our students, staff and parents in the Dyslexia delivery.

PREPARED BY:

Sabrina Stout, Elem. Literacy Coordinator and Dr. Sadie Mitchell, Assoc. Supt., Elementary Ed

**LITTLE ROCK SCHOOL DISTRICT
810 WEST MARKHAM
LITTLE ROCK, AR 72201**

Title: Response to Dyslexia Questions

Agenda Category: Elementary Education

Subject: Dyslexia

Date: Tuesday, February 20, 2018

Background: A thorough report on Dyslexia was presented to the Little Rock School District Community Advisory Board on January 25, 2018.

A copy of all documents, the PowerPoint, and Dyslexia Report were also submitted to the Arkansas Department of Education Commissioner's Office. Additional information was requested from Superintendent Poore regarding Dyslexia via the questions below from Commissioner Key.

1. The report references the use of the Orton-Gillingham method to address students with dyslexia. Is the district using a purchased program, or a district-designed program? If it is a purchased program, what is the name of the program, and what is the cost?
2. The report references the definition of "Dyslexia program" from Act 1268 of 2015. How does the district assess the fidelity of delivery of the dyslexia program?
3. How quickly does the school provide dyslexia intervention for a student after a screener identifies markers of dyslexia?

The answers are listed below:

1. **The report references the use of the Orton-Gillingham's method to address students with dyslexia. Is the district using a purchased program, or a district-designed program? If it is a purchased program, what is the name of the program, and what is the cost?**

WHAT PROGRAM? → The program used in LRSD is purchased from the Institute for Multisensory Education. The program is purchased in conjunction with intensive training provided by IMSE on Orton-Gillingham methodology and IMSE's systematic, multi-sensory, evidence-based lessons. IMSE has a comprehensive training program, which includes lessons for younger students reading in kindergarten through third grade. They also have an advanced training model and program intended for students reading above third grade level. IMSE's Comprehensive, Intermediate, and Advanced Manuals are copyrighted and instruction is based off of those manuals. Content of those manuals meets the IDA's Knowledge and Practice Standards for Structured Literacy. IMSE also chooses to include additional resources for training that include, but are not limited to, *Recipe for Reading*, *Words*, and *Unlocking Literacy*. The cost of training, manuals, and materials for each teacher has been approximately \$1050-\$1200 per teacher. The LRSD has no

FOR →
DYSLEXIA

?

other purchased programs.

2. The report references the definition of "Dyslexia program" from Act 1268 of 2015. How does the district assess the fidelity of delivery of the dyslexia program?

To ensure fidelity of implementation, reading teachers and interventionists administer frequent progress monitoring assessments to track student growth; this is shared with the School-Based Intervention Team (SBIT). SBIT teams monitor the progress of students and the fidelity of implementation. LRSD reading teachers provide daily instruction for multiple small groups and sometimes individual students. Reading interventionists assigned to every elementary school are provided refresher training when needed. Principals also monitor intervention schedules, frequency of interventions, and evaluate teachers according to TESS.

3. How quickly does the school provide dyslexia interventions for a student after a screener identifies markers of dyslexia?

In accordance with the *Arkansas Dyslexia Guide* (revised December 2017), students in the Little Rock School District who demonstrate a deficit area on an initial screener are then assessed with a level I or level II screening assessment to determine if characteristics of dyslexia are present. After the School Based Intervention Team (SBIT) meets and a deficit is identified, parents are informed and the intervention process begins immediately.

"If a student in K-2 indicates a deficit area on the initial screener, or if a teacher notices a student in grades 3-8 experiencing difficulty, additional screening is required. The additional screening, level I dyslexia screening or level II dyslexia screening, looks more in-depth at the individual components of reading and spelling to determine if the characteristics of dyslexia are present. For K-2 students, a level I screening using curriculum-based measures and/or informal diagnostic inventories or checklists for the required six areas of foundational literacy skills may be sufficient to determine if the child is demonstrating the characteristics of dyslexia."

~Arkansas Dyslexia Guide, December 2017

Also, per Act 1268 and Arkansas Dyslexia Guide, December 2017:

If the initial, level I, or level II dyslexia screening indicates that a student has characteristics of dyslexia, the Response to Intervention (RTI) process shall be used to address the needs of the student. The Special Personnel Development Grant (SPDG) has been helpful in providing RTI training in some schools and assisting in creating an RTI Handbook for the District.

After the Level I or II screener is administered and analyzed, and if the level I or II dyslexia screening conducted by the school district indicates that a student exhibits characteristics of dyslexia, the student is provided intervention services.

Rationale:

A response was created to provide clarity to the three questions noted above. Since the Board presentation on January 25, 2018, the LRSD staff has been in the process of creating a LRSD Dyslexia Handbook in an effort to ensure that all stakeholders understand the process for identifying students and become aware of the support provided by the District.

Funding:

Several funding sources are used to provide training for teachers.

Recommendation/Response:

It is our desire to do everything possible to address the needs of individual students in every school. Realizing that there is some confusion about the dyslexia process, we are working to create a Dyslexia Handbook. Professional Development will be offered to all staff ensuring the fidelity of implementation and documentation. It is our goal to ensure that all stakeholders understand the identification process and become aware of the support provided by the LRSD. We seek to partner with the Arkansas Department of Education to continue to improve and support our students, staff and parents in the Dyslexia delivery.

Prepared by:

Sabrina Stout

Dr. Sadie Mitchell

WHOLE
IS THIS??

1 State of Arkansas
2 91st General Assembly
3 Regular Session, 2017
4

As Engrossed: S3/16/17 S3/27/17

A Bill

SENATE BILL 708

5 By: Senator Elliott
6 By: Representative Branscum
7

For An Act To Be Entitled

8
9 AN ACT TO AMEND PROVISIONS OF THE ARKANSAS CODE
10 CONCERNING DYSLEXIA SCREENING AND INTERVENTION IN
11 PUBLIC SCHOOLS; AND FOR OTHER PURPOSES.
12
13

Subtitle

14
15 TO AMEND PROVISIONS OF THE ARKANSAS CODE
16 CONCERNING DYSLEXIA SCREENING AND
17 INTERVENTION IN PUBLIC SCHOOLS; AND FOR
18 OTHER PURPOSES.
19
20

21 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:
22

23 *SECTION 1. Arkansas Code § 6-41-603(c)(2)(A), concerning required*
24 *dyslexia screening and intervention, is amended to read as follows:*

25 *(2)(A)(i) If the level II dyslexia screening conducted by the*
26 *school district indicates that a student exhibits characteristics of*
27 *dyslexia, the student shall be provided intervention services.*

28 *(ii) The level II dyslexia screening shall be*
29 *completed consistent with the Arkansas Dyslexia Resource Guide.*
30

31 *SECTION 2. Arkansas Code § 6-41-606 is amended to read as follows:*
32 *6-41-606. Reporting by school district.*

33 *(a) The superintendent of a school district annually shall report the*
34 *results of the school district screening required under § 6-41-603.*

35 *(b) Before July 15, a public school district shall report on the*
36 *website of the public school district or in writing to the parents of each*



student in the public school district the following information:

(1) The dyslexia intervention programs used during the previous school year that were specifically responsive to assisting students with dyslexia;

(2) The number of students during the previous school year who received dyslexia intervention under this subchapter; and

(3) The total number of students identified with dyslexia during the previous school year.

SECTION 3. Arkansas Code Title 6, Chapter 41, Subchapter 6, is amended to add an additional section to read as follows:

6-41-611. Enforcement – Rules.

(a)(1) A public school district that fails to comply with this subchapter:

(A) Shall be in violation of the Standards for Accreditation of Arkansas Public Schools and School Districts; and

(B) May be placed in probationary status.

(2) A public school district placed on probationary status under subdivision (a)(1) of this section shall report the reason for being placed on probationary status:

(A) On the website of the public school district; and

(B) By written notification to the parents of each student in the public school district.

(b) The Department of Education:

(1) Shall enforce the requirements of this subchapter; and

(2) May promulgate rules to enforce and implement this subchapter.

/s/Elliott

APPROVED: 04/06/2017

3:57 PM Sat Dec 15



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Act 103...

LITTLE ROCK SCHOOL DISTRICT
www.lrsd.org

HOME

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PARENTS

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DEPARTMENTS

EMPLOYMENT

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Act 1039 of 2017 Reporting By the School District (Ark. Code Ann. § 6-41-606 (b))

During the 2017-2018 school year, Little Rock School District used the evidenced-based program from the Institute for Multi-sensory Education in small group intervention to address the deficit areas of students identified as exhibiting the characteristics of dyslexia.

Number of Students Who Received Dyslexia Intervention

During the 2017-2018 school year, 1198 students attending Little Rock School District received dyslexia intervention services from a trained dyslexia interventionist.

Total Number of Students Identified as Exhibiting the Characteristics of Dyslexia

During the 2017-2018 school year, 1198 students attending Little Rock School District were identified as exhibiting the characteristics of dyslexia.

News

1. LRSD CALS Partnership Means 24-7 Access to Online Research and Resources
2. Time To Make Superintendent Mike Poore Work From the Road
3. Don't Forget to Nominate LRSD Student Athletes for the OneRock Award! @LRSDOneRock
4. 2nd Semester Parent & Family Engagement Event
5. At-Risk Summer Meal Service Program
6. Classes Resume Tomorrow for LRSD - Thursday

Important Updates

- Anti-Bullying Policy Update
- Student Enrollment, Attendance and Transfers

LRSD Newsletter

- LRSD Newsletters
- Noticias LRSD Otoño/Invierno

Visitors

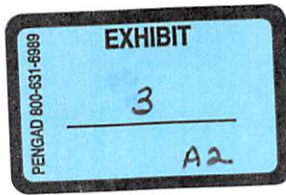
- Visitors Page
- Reunions
- Looking at

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A-2: LITTLE ROCK SCHOOL DISTRICT

EXHIBIT THREE (3)

SHARON K. HILL, CCR
(501) 680-0888



January 18, 2018
Re: IMSE Statement of Fidelity

Dear Madam or Sir,

The Institute for Multi-Sensory Education has been teaching educators on the Orton-Gillingham methodology for over 20 years. IMSE's Comprehensive, Intermediate, and Advanced Manuals are copyrighted and instruction is based off of those manuals. Content of those manuals meets the IDA's Knowledge and Practice Standards for Structured Literacy. IMSE also chooses to include additional resources for training that include, but not limited to, *Recipe for Reading*, *Words*, and *Unlocking Literacy*. IMSE uses *Recipe for Reading* for the sequence only. Instruction (the "how") does not come from *Recipe for Reading*.

IMSE's program is meant to be used in all three Tiers of RTI ranging from classroom (30 min. of OG daily) to small group (additional 30 min. 3x a week) to one on one (additional 60 min. daily). When used with fidelity, IMSE data and research has shown that students grow multiple grade levels in reading and have tremendous success in not only increasing growth but raising percentile levels. IMSE's OG is appropriate for all students who are learning to read and write including those who are struggling.

In addition, IMSE highly recommends that to ensure fidelity of IMSE's OG, individuals participate in the rigorous one year practicum. IMSE also offers continued support to districts who request it such as: consultations, observations, refreshers.

If you have any other questions, comments, or concerns about the professional development that IMSE offers, please feel free to contact me directly.

Sincerely,

Janice Kohler
Director of Professional Development
IMSE
Cell: 330.671.0410
Email: janice@orton-gillingham.com
Office: 800.646.9788

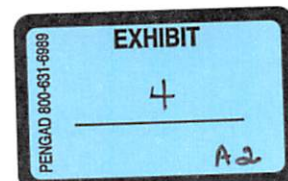
NOTE: Upon completion of the practicum, candidates would be certified to teach students in the OG methodology. Candidates are not certified nor permitted to teach other educators/instructors how to implement IMSE's OG. All materials are copyrighted and solely owned by IMSE. Unlawful use of materials is not permitted. Anyone interested in pursuing a career as an IMSE OG Instructor can send their resumes to janice@orton-gillingham.com.

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A-2: LITTLE ROCK SCHOOL DISTRICT

EXHIBIT FOUR (4)

WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD
A collaborative approach to learning and health



C E R T I F I C A T E

STATE OF ARKANSAS   )
) ss.
 COUNTY OF SALINE   )

I, SHARON K. HILL, CCR, a Certified Stenomask Reporter and Notary Public before whom the foregoing proceedings was taken, do hereby certify that the same is a true and correct transcription before the Arkansas State Department of Education, State Board of Education, in Little Rock, Arkansas, on December 20, 2018, that the said proceedings was reduced to typewritten form by me or under my direction and supervision; and that the foregoing pages constitute a true and correct transcription of all proceedings had in said matter.

I FURTHER CERTIFY that I am neither counsel for, related to, nor employed by any of the parties to this action.

I FURTHER CERTIFY that I have no contract with any parties within this action that affects or has a substantial tendency to affect impartiality, that requires me to relinquish control of an original transcript or copies of the transcript before it is certified and delivered to the custodial agency, or that requires me to provide any service not made available to all parties to the action.

WITNESS, MY HAND AND SEAL, THIS DATE: January 6, 2019.



Sharon K. Hill

SHARON K. HILL, CCR
 Certified Court Reporter
 Certificate No. 670

