

# LITTLE ROCK SCHOOL PROGRESS REPORT

February 2016

PENGAD 800-631-6989

EXHIBIT

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A1

# Transformational Leadership

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A process where "leaders and those who follow them lift each other to higher levels of motivation." Under this model, in the past nine months, the Little Rock School District:

- ☐ Became better organized
- ☐ Become more goal-oriented
- ☐ Become more focused on students
- ☐ Aligned curriculum with state standards
- ☐ Began working more effectively as a team
- ☐ Have teachers in every grade collaborating
- ☐ Has focused on cooperating and communicating

# Transformational Leadership

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## Academic Assessments

- 41 schools administered 1 or more sections of ACT Aspire Interim; only one elementary school has not administered any assessment
- Schools will continue with Interim 3 through completion this week
- LRSD is using this assessment in lieu of TLI (SOAR) interim assessment
- The district participated in the state infrastructure trial March 9
- ACT Aspire interim assessment and the infrastructural trial will allow students to be well-prepared for actual ACT Aspire
- Test window for ACT Aspire is April 11 – May 13
- Each school will establish its own subject area assessment schedule within established time frame

# Transformational Leadership

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## School Improvement

- LRSD has 22 School Improvement Specialists (SISs) who support Priority and Focus schools
- 6 full-time SISs serve Priority schools: Fair, Hall, McClellan, Mabelvale Middle, Baseline, and Geyer Springs
- 9 half-time SISs serve Year-4 Focus schools: Central, Pulaski Heights Middle, Dunbar, Bale, Franklin, King, Romine, Stephens, and Wakefield (Note: SIS serves both PHMS and Dunbar; others are half-time and serve in other capacities at respective schools, usually instructional facilitator)
- 7 part-time SISs serve Year-1 Focus schools: Pulaski Heights Elementary, Rockefeller, Washington, Watson, Chicot, Wilson, Western Hills (Note: 6 SISs are half-time and 1 serves  $\frac{1}{4}$  time)

# Transformational Leadership

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## Implemented Dyslexia Training

- More than 75 LRSD teachers will be trained in dyslexia intervention methods by Spring Break 2016
- To date, over 45 teachers have already been trained and are implementing Orton-Gillingham based interventions to more than 600 students
- Services are also provided for many other students who do not necessarily need Orton-Gillingham based interventions
- **Screening K-2:** All K-2 students have been screened using DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and the rapid Naming Fluency screener provided by ADE
- **Screening Grades 3-5:** When students in grades three or higher have difficulty, as noted by a classroom teacher, the student is also screened – Act 1268

# Transformational Leadership

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## Savings Through Streamlined Operations and Staffing

- ☐ Will reduce number of principals and other staff through attrition
- ☐ Will reduce 2016-17 teacher contract by 2 days (190-day contract)
- ☐ Will reduce 2016-17 administrative staff contract by 5 days (\$500,000 savings)
- ☐ Incentivize employees with early intention to retire by purchasing sick days
- ☐ Will implement a hiring freeze and continue to make cuts with the least amount of impact on students
- ☐ HR and Special Ed departments will be restructured

## Construction Update

- ☐ Hired two architectural firms to begin work on WLR Middle School and SWLR High School
- ☐ Hired Dr. Jay Pickering as principal for new WLR Middle School

# Transformational Leadership

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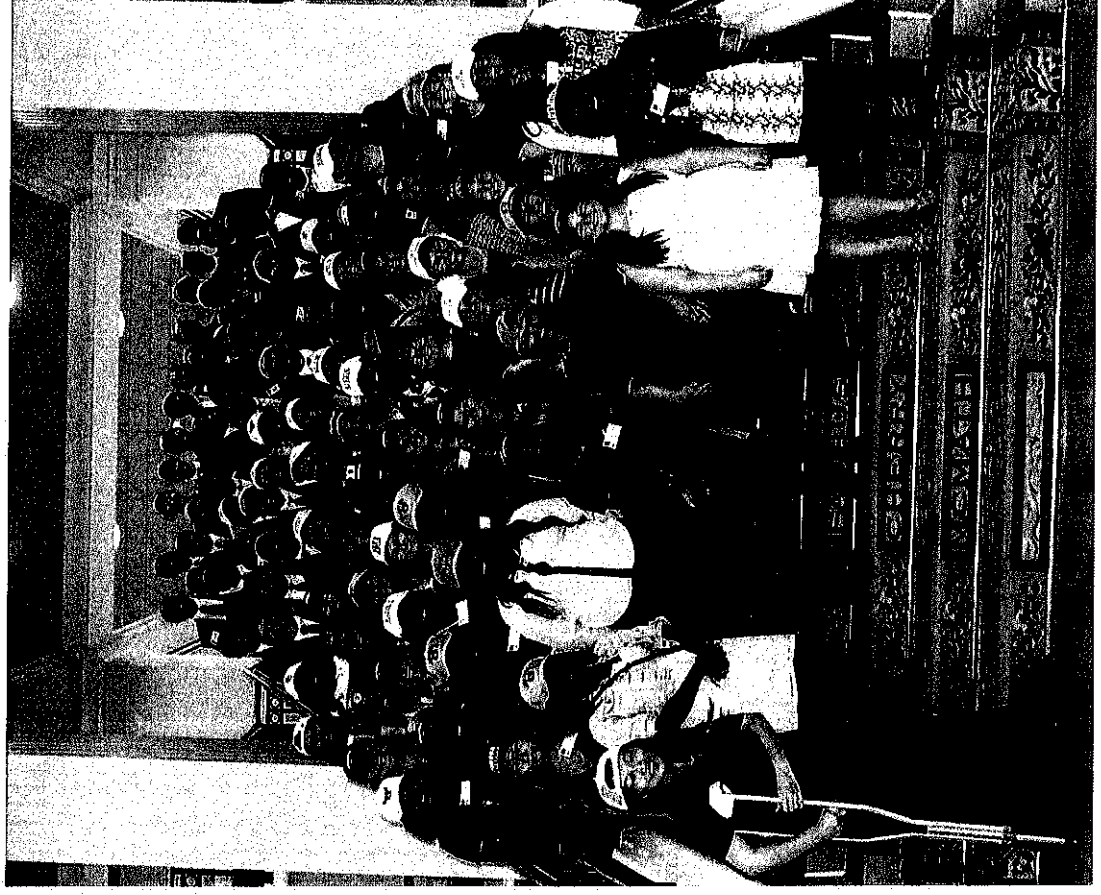
## Positive Culture

- Soliciting input and engagement of teachers, students, community members and parents
- Employee relations and morale greatly improved
- Working collaboratively and cooperatively with LRSD Civic Advisory Committee; co-hosting 5 community forums

# LRSD Points of Pride

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- LRSD Leads the State in Scholarships
- More than \$23 Million in scholarships/year earned by LRSD students in 2013-14 & 2014-15 school years





# LRSD Points of Pride

- 2 Hall High robotics team members won 1<sup>st</sup> place at UAM STEM Center Robotics Challenge Competition

- Team placed 2<sup>nd</sup> overall and won Best Sportsmanship

- This was Hall's first ever robotics competition!

- LRCH SECME Robotics Team recently won TSA Teams (Tests of Engineering, Aptitude, Mathematics, and Science) Competition and the State Championship - 7<sup>th</sup> year in a row

- Central's Katie Parsons named a top ten Claes Nobel Educator of the Year for 2015

- Central Debaters DJ Williams and Payton Woods -currently ranked #1 in the nation, with 9 bids to the National Tournament of Champions in Lexington, KY



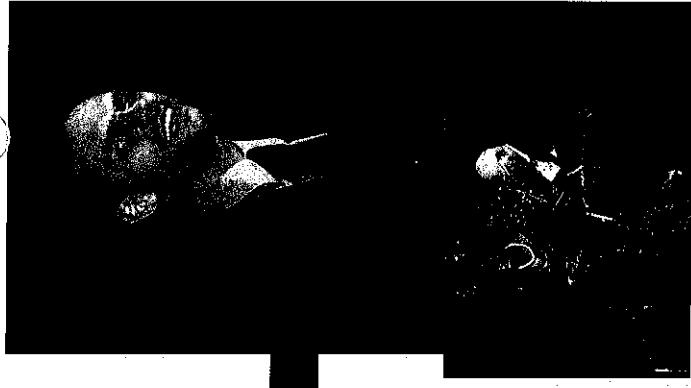
# LRSD Points of Pride

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- ❑ 16 LARCHS students named National Merit Semifinalists; 2 LARCHS students named Commended Scholars – most in the state
- ❑ 2 LARCHS students and 1 Parkview student named National Hispanic Recognition Program Scholars
- ❑ 1 LARCHS student won a NCTE Achievement Award in Writing
- ❑ Another LARCHS student named a Seimens Award Finalist; the same student also named 1 of 5 National Student Poets
- ❑ Parkview - recipient of \$84,000 Pre-engineering grant from Arkansas Department of Career Education
- ❑ Parkview named a 2015-2016 National Beta School of Merit

# LRSD Points of Pride



- ❑ LRSD's 2015 Teacher of the Year, Spencer Sutterfield, Parkview, named a Regional Finalist for Arkansas Teacher of the Year
- ❑ Parkview Dance Instructor Michael Tidwell inducted into the 2015 Arkansas Black Hall of Fame
- ❑ Don Roberts Elementary ranked 14th in the state and #2 in the Central Region (2014-15) for student performance on the 5<sup>th</sup> Grade Science Benchmark exam
- ❑ Roberts Elementary also named 3<sup>rd</sup> top scoring school in the state on last year's PARCC Exam
- ❑ 2015 LRSD Teacher of the Year Steven Helmick, Roberts Elementary, named the Arkansas History Teacher of the Year
- ❑ Roberts Science Specialist Joel Spencer named Teacher of the Year for the Arkansas Association of Instructional Media Technology and a nominee for the Presidential Award for Excellence in Mathematics and Science Teaching



# LRSD Points of Pride

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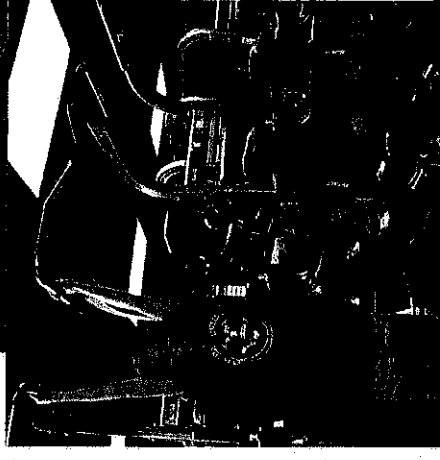
- Teachers from 6 elementary schools attended prestigious 2015 Mickelson ExxonMobil Teachers Academy
- Only 140 teachers selected nationwide

Forest Heights STEM Academy's Gene Williams, considered an expert in the field, served as an instructor at the Mickelson ExxonMobil Academy

- Terry Elementary listed as an "A" school, 1 of 140 in the state to hit the high mark, based on math and literacy Arkansas Benchmark Exams, Spring 2014

Terry received 290 out of a possible 300 points

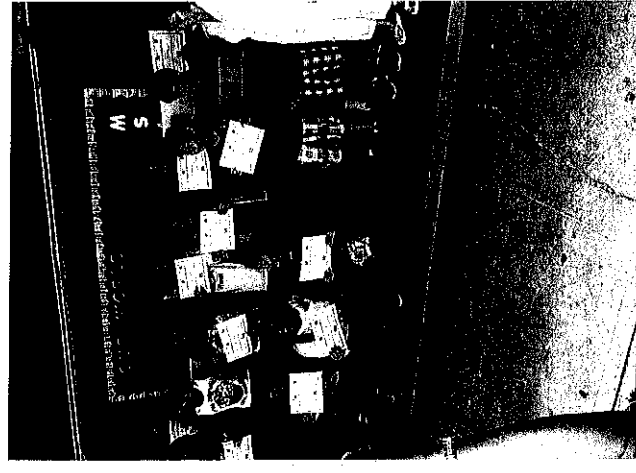
- King Elementary opened a Live Positively™ Fitness Center after being selected a National Champion School for promoting physical fitness innovation and healthy living standards for students



# LRSD Points of Pride



Grade level	Listening (OLAI2)	Speaking (WUF)	Lexia (Reading)	Writing (Prompt)
K	87.1%	90%	90%	65.7%
1	73.9%	82.6%	34.8%	82.6%
2	88.9%	77.8%	61.1%	97.1%
3	73.1%	88.5%	65.4%	76.0%
4/5	48.5%	60.6%	39.4%	66.7%



- Students in LRSD's ESL summer program, Camp Can Do, demonstrated significant growth in literacy.
- Pre-and post-assessment growth measurements shown by grade level

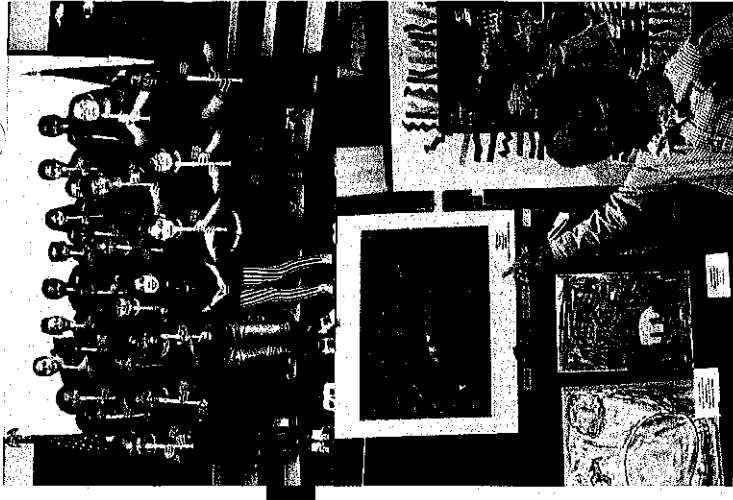
# LRSD Points of Pride

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- LRSD is largest provider of public pre-school programs in the state (1700 students)
- Mabelvale Middle School took First and Second Place at the regional Fall Stock Market Game competing against more than 200 teams
- Nearly 213,000 books read by more than 19,000 LRSD students at 37 LRSD schools using myOn virtual reading platform; Top readers honored monthly during Superintendent's recognition program

# LRSD Points of Pride



- ❑ Closing the digital divide for LRSD students
  - ❑ 11 Computer Power Days: 1,650 low-cost computers and affordable internet access from Comcast to LRSD families
  - ❑ LRSD Computers for Kids program has sold nearly 8,000 affordable, refurbished computers to LRSD families
  - ❑ All LRSD 4-5<sup>th</sup> graders received computers
- ❑ Annual Artistry in the Rock (6<sup>th</sup> year) showcases PK-12 art and student performances
- ❑ Innovative Annual social media contests encourage and celebrate stakeholder engagement
  - ❑ Dads Take Your Child to School Day Facebook Contest
  - ❑ Happy Grandparents Day Facebook Contest
  - ❑ Moms Matter Facebook Contest (must attend a parent teacher conference to enter)
  - ❑ LRSD School Spirit "15 Seconds of Fame" Instagram Contest

LRSD has nearly 17,000 Facebook fans; nearly 4,000 Twitter followers and gets more than 3,000,000 visits annually to its website

# Southwest Little Rock High School

Little Rock School District

7-Mar-16  
PSW 444D

## From Dreams to Learning Spaces

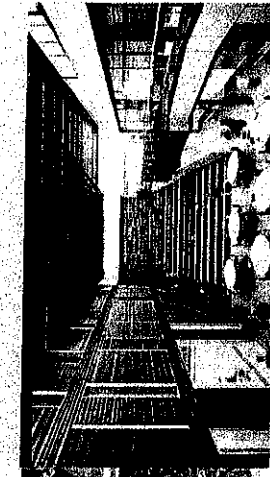
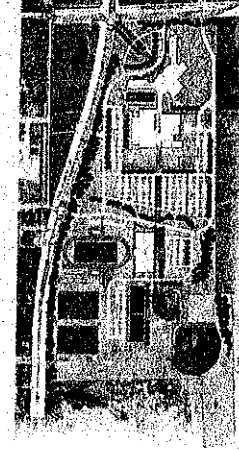
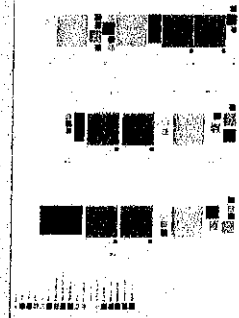
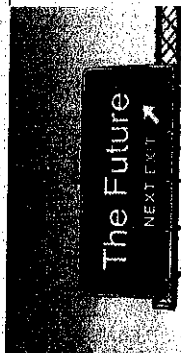
Planning and Design Process Approach

Visioning and Aspirational Planning

Programming

Design

Delivery



February - March, 2016

→ March - April, 2016

→ April - December, 2016

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January, 2017 - May, 2019

What are our dreams?

What are our aspirations?

What are our goals?

What are we going to teach?

How are we going to teach?

How will we prepare students?

How will we equip students?

What?

How many?

How big?

Where?

What next to what?

Where on the site?

What in the future?

How do we tell the story?

How do we make inspiring spaces?

How do we make functional spaces?

How do we plan for future?

How do we integrate technology?

What materials?

What systems?

Completing all the Drawings

Construction

Progress meetings

Quality Control

Incremental Tours

Final Inspections

Occupancy and Start of Classes

Critical First Steps:

1. Identify LRSD Planning, Programming and Design Committee
2. Begin Visioning Meetings and determine process for LRSD Admin., Teacher, Student, Community input



# Southwest High School

Little Rock School District

## Design Work Plan

1-Mar-16			
Task	Team Member Responsible	Date / Duration	Critical Path Deliverable
1 Architect Selected	LRSD	Jan-16	
2 Owner Architect Contract	LRSD / PSW	Feb-16	
3 Kick off meeting to define goals	LRSD / PSW	Feb-16	
4 Determine pedagogy / curriculum, teaching models / Academies / etc.	LRSD	Feb - March 16	◆
5 Function and Space Programming	LRSD / PSW	Mar - April 16	◆
6 Construction Manager (CM) RFQ issued	LRSD	Mar-16	
7 Construction Manager selected	LRSD	Apr-16	
8 LRSD, Community, and Business forums and Town Hall Meetings	LRSD / PSW	Mar - April 16	◆
9 Site visits to exemplary schools	LRSD / PSW	April - May 16	
10 <b>Conceptual Design</b> Broad Scope Site Study	PSW	April - June 16	
Conceptual Building Design	PSW		
11 Conceptual Design Cost Estimate	CM	Jun-16	
12 Conceptual Design Review with LRSD / Stakeholders	PSW / CM	Jun-16	
13 Approval of Conceptual Design and Cost Estimate	LRSD	Jun-16	◆
14 <b>Schematic Design</b>	PSW	July - Oct 16	
15 Schematic Design Cost Estimate	CM	Oct-16	
16 Schematic Design Review with LRSD / Stakeholders	PSW / CM	Oct-16	
17 Approval of Schematic Design and Cost Estimate	LRSD	Oct-16	◆
18 <b>Design Development</b>	PSW	Nov 16 - Jan 17	
19 Approval of Design Development Package and Cost Estimate update	LRSD	Feb-17	◆
20 <b>Construction Documents</b>	PSW	Feb - April 17	
21 Final Construction Manager GMP	CM	May-17	
22 Construction	CM	June 17 - May 19	◆
23 Substantial Completion - May 2019	CM	May-19	
24 Owner Move In	LRSD	June - July 19	
25 School Open - Fall 2019	LRSD	Aug-16	

## Design Work Plan

## Design Work Plan

1-Mar-2016

[illegible]

## Pre/Post Test Reporting - 3rd Quarter

Status	School	Subject	Pre-Test Avg	Post-Test	
				Avg	Growth
ESF	Bale Elementary	Math	42.9%	61.4%	18.50%
ESF	Bale Elementary	Literacy	42.6%	67.4%	24.80%
ESP	Baseline Elementary	Math	37.3%	64.0%	26.70%
ESP	Baseline Elementary	Literacy	41.1%	64.9%	23.80%
HSF	Central High	Math	35.3%	83.1%	47.80%
HSF	Central High	Literacy	74.1%	86.1%	12.00%
MSP	Cloverdale Middle	Math	27.6%	64.7%	37.10%
MSP	Cloverdale Middle	Literacy	48.4%	69.9%	21.50%
MSF	Dunbar Middle	Math	35.7%	62.5%	26.80%
MSF	Dunbar Middle	Literacy	46.1%	72.9%	26.80%
ESF	Franklin Elementary	Math	38.6%	62.4%	23.80%
ESF	Franklin Elementary	Literacy	50.8%	84.1%	33.30%
ESP	Geyer Springs Elementary	Math	46.8%	70.6%	23.80%
ESP	Geyer Springs Elementary	Literacy	53.1%	87.0%	33.90%
HSP	Hall High	Math	27.3%	49.1%	21.80%
HSP	Hall High	Literacy	40.8%	62.1%	21.30%
MSP	Henderson Middle	Math	26.1%	51.7%	25.60%
MSP	Henderson Middle	Literacy	50.5%	65.6%	15.10%
HSP	J. A. Fair High	Math	23.0%	52.0%	29.00%
HSP	J. A. Fair High	Literacy	31.0%	47.0%	16.00%
ESF	King Elementary	Math	36.9%	65.7%	28.80%
ESF	King Elementary	Literacy	54.2%	70.6%	16.40%
MSP	Mabelvale Middle	Math	29.5%	58.4%	28.90%
MSP	Mabelvale Middle	Literacy	37.6%	64.5%	26.90%
HSP	McClellan High	Math	27.4%	55.4%	28.00%
HSP	McClellan High	Literacy	42.0%	59.0%	17.00%
ESF	Pulaski Heights Elementary	Math	50.5%	67.6%	17.10%
ESF	Pulaski Heights Elementary	Literacy	70.1%	79.9%	9.80%
MSF	Pulaski Heights Middle	Math	27.2%	76.1%	48.90%
MSF	Pulaski Heights Middle	Literacy	48.3%	71.5%	23.20%
ESF	Rockefeller Elementary	Math	24.5%	37.7%	13.20%
ESF	Rockefeller Elementary	Literacy	46.6%	60.6%	14.00%
ESF	Romine Elementary	Math	35.8%	66.4%	30.60%
ESF	Romine Elementary	Literacy	61.4%	67.2%	5.80%
ESF	Stephens Elementary	Math	50.4%	72.3%	21.90%
ESF	Stephens Elementary	Literacy	48.2%	62.7%	14.50%
ESF	Wakefield Elementary	Math	32.9%	65.9%	33.00%
ESF	Wakefield Elementary	Literacy	49.1%	62.8%	13.70%
ESF	Washington Elementary	Math	27.4%	57.6%	30.20%
ESF	Washington Elementary	Literacy	48.4%	60.0%	11.60%
ESF	Watson Elementary	Math	31.1%	40.6%	9.50%
ESF	Watson Elementary	Literacy	35.9%	45.1%	9.20%
ESF	Western Hills Elementary	Math	46.1%	69.6%	23.50%
ESF	Western Hills Elementary	Literacy	64.1%	84.5%	20.40%

### Information for Mr. Kurrus

Forty-one (41) schools have given one or more sections of ACT Aspire Interim 3 at this point. Only one elementary school has not administered any of the ACT Aspire Interim 3. The schools will continue with Interim 3 until finishing up by the end of next week. The district is using the ACT Aspire Interim 3 in lieu of the TLI (SOAR) interim assessment that was previously scheduled in order to give schools live practice and feedback from an ACT Aspire-type assessment.

The district participated in the state infrastructure trial on Wednesday, March 9.

Administering an ACT Aspire interim assessment and participating in the infrastructure trial has the students and schools well prepared for taking the actual ACT Aspire.

The test window for ACT Aspire is April 11 – May 13. Each school has established its own schedule for administering the subject area assessments during the established time frame.

The district has twenty-two (22) school improvement specialists who support the priority and focus schools:

- 6 full time SISs who serve the priority schools (Fair, Hall, McClellan, Mabelvale Middle, Baseline, Geyer Springs)
- 9 half-time SISs who serve the Year-4 focus schools (Central, Pulaski Heights Middle, Dunbar, Bale, Franklin, King, Romine, Stephens, Wakefield) (Note-1 SIS serves both PHMS and Dunbar; the others are half-time and serve in another capacity at the school—usually instructional facilitator)
- 7 part-time SISs who serve the Year-1 focus schools (Pulaski Heights Elementary, Rockefeller, Washington, Watson, Chicot, Wilson, Western Hills) 6 of the SISs are half-time and 1 is about ¼ time.

**SCREENING K-2**

All K-2 students have been screened using DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and the Rapid Naming Fluency screener provided by ADE. Students in grade,

**SCREENING 3-5**

*When a student in grade three or higher has difficulty, as noted by a classroom teacher, in: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding skills, rapid naming skills and encoding skills, [the student is also screened]. Act 1268*

The CORE (Consortium on Reading Excellence) Phonics Survey is the level 1 screener for older students.

**TRAINING**

The training in which teachers are participating to learn and implement multi-sensory strategies for instruction includes intervention specific to the level of students being served. Interventionists and special education teachers serving students in grades K-3 are using Recipe for Reading: Intervention Strategies for Struggling Readers by Frances Bloom and Nina Traub. When students are in need of decoding and spelling instruction based on word origin and word structure in grades three and above, Words: Integrated Decoding and Spelling Instruction Based on Word Origin and Word Structure by Marcia Henry is used. Children in either general education or learning disability classrooms will benefit from these interventions. This intervention is provided daily in small group settings.

**INTERVENTION IMPLEMENTATION**

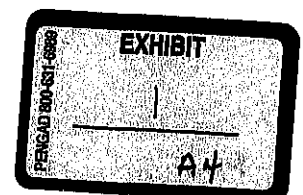
Over 75 LRSD teachers will be trained in dyslexia intervention methods by Spring Break. To date, over 45 teachers are already trained and implementing Orton-Gillingham based interventions for over 600 students. These teachers also provide intervention for many other students on a daily basis, but not all students being served are in need of the Orton-Gillingham based interventions.

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**A-4: HELENA-WEST HELENA SCHOOL DISTRICT**

**EXHIBIT ONE (1)**

**HELENA/WEST HELENA SCHOOL DISTRICT WAIVER REQUESTS BY TOPIC**  
**March 10, 2016**

[illegible]





# HELENA/WEST HELENA SCHOOL DISTRICT WAIVER REQUESTS BY TOPIC

## March 10, 2016

Topic	Section	Description
Administrative Services	Ark. Code Ann. § 6-15-1603	Establishment of local task forces on closing the achievement gap
	Ark. Code Ann. § 6-17-114	Daily planning period
	Ark. Code Ann. § 6-17-427	Superintendent mentoring
	Ark. Code Ann. § 6-20-2208(c)(6)	G/T Expenditures
	Section 18.0 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts	G/T Education
Local task force on closing the achievement gap	Ark. Code Ann. § 6-15-1603	Establishment of local task forces on closing the achievement gap
Daily planning	Ark. Code Ann. § 6-17-114	Daily planning period
Personnel Policies/Salary Schedules	Ark. Code Ann. § 6-17-427	Superintendent mentoring
	Ark. Code Ann. § 6-20-2208(c)(6)	G/T Expenditures
	Section 18.0 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts	G/T Education
	Ark. Code Ann. § 6-15-1603	Establishment of local task forces on closing the achievement gap
	Ark. Code Ann. § 6-17-114	Daily planning period
Superintendent mentoring	Ark. Code Ann. § 6-17-427	Superintendent mentoring
Student Services	Ark. Code Ann. § 6-15-1603	Establishment of local task forces on closing the achievement gap
Gifted and Talented (G/T)	Ark. Code Ann. § 6-20-2208(c)(6)	G/T Expenditures
	Section 18.0 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts	G/T Education
	ADE Rules Governing GT Program Approval Standards	G/T



**HELENA/WEST HELENA SCHOOL DISTRICT WAIVER REQUESTS BY TOPIC**  
**March 10, 2016**

Topic	Section	Description
Curriculum	Ark. Code Ann. § 6-17-1501 et seq.	Teacher Fair Dismissal
Teacher Fair Dismissal/Public School Employee Fair Dismissal	Ark. Code Ann. § 6-17-1701 et seq.	Public School Employee Fair Hearing Act
Curriculum	Ark. Code Ann. § 6-17-1501 et seq.	Teacher Fair Dismissal
Curriculum	Ark. Code Ann. § 6-17-1701 et seq.	Public School Employee Fair Hearing Act
Teacher/ Administrator Contracts	Section 10.01.2 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts	185-day teacher/ administrator contracts
Class size and teaching load	Section 10.02.1 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts	Class size and teaching load
Class size and teaching load	Section 10.02.2 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts	Student/teacher ratio for grades 2-5
Class size and teaching load	Section 10.02.3 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts	Student/teacher ratio for grades 6-12
Advanced Placement (AP)	Section 4.0 of the ADE Rules for Advanced Placement and International Baccalaureate Diploma Incentive Program	Training requirements for teachers of AP courses
	Section 4.03(c)(i) of the ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools	Training requirements for teachers of AP courses
	Ark. Code Ann. § 6-15-902(c)(2)	Weighted credit allowed for AP courses

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**A-5: PANGBURN SCHOOL DISTRICT**

**EXHIBIT ONE (1)**





## PEAK PERFORMANCE U 9 ESSENTIAL SKILLS FOR THE WORKPLACE

### • Structuring a Sturdy Work Ethic

Lesson One Subject Matter:	Attendance/timeliness
Lesson Two Subject Matter:	Initiative
Lesson Three Subject Matter:	Problem solving
Lesson Four Subject Matter:	Dependability
Lesson Five Subject Matter:	Follow-up/follow-through
Lesson Six Subject Matter:	Time management
Lesson Seven Subject Matter:	Accountability
Lesson Eight Subject Matter:	Humility
Lesson Nine Subject Matter:	Determination
Unit Evaluation:	Student Reflection/Evidence

### • Respecting Human Dignity

Lesson One Subject Matter:	Listening
Lesson Two Subject Matter:	Understanding authority
Lesson Three Subject Matter:	Tolerance
Lesson Four Subject Matter:	Diversity
Lesson Five Subject Matter:	Preparedness
Lesson Six Subject Matter:	Sobriety
Lesson Seven Subject Matter:	Self-control
Lesson Eight Subject Matter:	Appearance
Lesson Nine Subject Matter:	Respect
Unit Evaluation:	Student Reflection/Evidence

### • Strengthening Connectivity

Lesson One Subject Matter:	Social media etiquette
Lesson Two Subject Matter:	Body language
Lesson Three Subject Matter:	Grammar
Lesson Four Subject Matter:	Interview skills
Lesson Five Subject Matter:	Nonverbal cues
Lesson Six Subject Matter:	Civility
Lesson Seven Subject Matter:	Résumé development
Lesson Eight Subject Matter:	Hand-written note development
Lesson Nine Subject Matter:	Relationships
Unit Evaluation:	Student Reflection/Evidence

### • Understanding Business Etiquette

Lesson One Subject Matter:	Assertiveness
Lesson Two Subject Matter:	Working the room
Lesson Three Subject Matter:	Personal space
Lesson Four Subject Matter:	Exceeding expectations
Lesson Five Subject Matter:	Community involvement
Lesson Six Subject Matter:	Controlling gossip
Lesson Seven Subject Matter:	Cell phone usage
Lesson Eight Subject Matter:	Professionalism
Lesson Nine Subject Matter:	Table manners
Unit Evaluation:	Student Reflection/Evidence

### • Achieving through Collaboration

Lesson One Subject Matter:	Taking responsibility
Lesson Two Subject Matter:	Ownership
Lesson Three Subject Matter:	Teamwork
Lesson Four Subject Matter:	Sharing
Lesson Five Subject Matter:	Cooperation



## PEAK PERFORMANCE U 9 ESSENTIAL SKILLS FOR THE WORKPLACE

Lesson Six Subject Matter: Anticipating outcomes/consequences  
Lesson Seven Subject Matter: Loyalty  
Lesson Eight Subject Matter: Humbleness  
Lesson Nine Subject Matter: Leadership  
Unit Evaluation: Student Reflection/Evidence

### • **Becoming an Intentional Planner**

Lesson One Subject Matter: Organization  
Lesson Two Subject Matter: Scheduling  
Lesson Three Subject Matter: Flexibility  
Lesson Four Subject Matter: Confidence  
Lesson Five Subject Matter: Goal setting  
Lesson Six Subject Matter: Strengths/weaknesses  
Lesson Seven Subject Matter: Decision-making  
Lesson Eight Subject Matter: Ownership  
Lesson Nine Subject Matter: Communication  
Unit Evaluation: Student Reflection/Evidence

### • **Transitioning with Confidence**

Lesson One Subject Matter: Networking  
Lesson Two Subject Matter: Mentorship  
Lesson Three Subject Matter: Personality tests  
Lesson Four Subject Matter: Job shadow/internships  
Lesson Five Subject Matter: Scholarships  
Lesson Six Subject Matter: Money management  
Lesson Seven Subject Matter: Healthy habits  
Lesson Eight Subject Matter: Separation anxiety  
Lesson Nine Subject Matter: Taking action  
Unit Evaluation: Student Reflection/Evidence

### • **Dispelling Entitlement**

Lesson One Subject Matter: Common courtesy/class  
Lesson Two Subject Matter: Earning your way  
Lesson Three Subject Matter: Expectations  
Lesson Four Subject Matter: Winning/losing gracefully  
Lesson Five Subject Matter: Character  
Lesson Six Subject Matter: Compassion/forgiveness  
Lesson Seven Subject Matter: Attitude/behavior  
Lesson Eight Subject Matter: Forming habits  
Lesson Nine Subject Matter: Admitting mistakes  
Unit Evaluation: Student Reflection/Evidence

### • **Computer/Digital Literacy**

Lesson One Subject Matter: Technology tools  
Lesson Two Subject Matter: Financial literacy  
Lesson Three Subject Matter: Business software  
Lesson Four Subject Matter: Database management  
Lesson Five Subject Matter: Accounting systems  
Lesson Six Subject Matter: Inventory  
Lesson Seven Subject Matter: Presentations/multi-media  
Lesson Eight Subject Matter: Web design  
Lesson Nine Subject Matter: Content Management Systems  
Unit Evaluation: Student Reflection/Evidence

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**COMMENTS BY STATE REPRESENTATIVE WALKER**

**EXHIBIT ONE (1)**



## **Comments to Address the Academic Distress Waivers for Alternative Learning Environments**

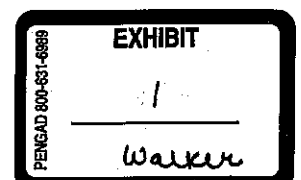
It has become a tradition for the State Board to identify ALEs for the Academic Distress list and then remove the ALEs from the list after the State Board voted to allow these schools to be waived from all accountability related to Academic Distress

The ACTAAP rule, in Section 3.02.2.1, states that “a school **MAY** be identified as in academic distress if 49.5% or less of its students achieve proficient or advanced in math and literacy on the state-mandated criterion referenced assessments administered for the most recent three-year period.”

This ACTAAP rule acknowledges that the ADE and/or State Board have discretion to decide which schools are designated in Academic Distress. And, in recent years the State Board has decided to waive ALEs from the Academic Distress rule requiring the schools to have 49.5 % or more of their students score proficient on state-mandated tests.

I would like to offer two comments on this tradition:

First, when the ADE waives the Academic Distress rules for ALEs, the ADE is actually encouraging districts to use the ALEs as a hiding place for nonproficient students. It is well known that the students who are sent to the ALEs are mostly black



students who are not achieving on grade level. And, it is also well known that the ALEs offer minimal services and educational opportunities to these students. Some of these schools are, at most, a holding facility for students with very little academic activity at all. So, perhaps it make sense to waive the ALEs accountability regarding 49.5% of their students scoring proficient since you know the schools are not really focused on educating their students.

But a more beneficial option for the State Board to consider, rather than waiving accountability for the ALEs, would be for the State Board to ensure that the ALEs are focused on educating their students.

However, this would require the State Board to hold the ADE staff accountable. The ADE staff would have to be more involved in the ALEs that they current are. We all know that Act 1118 of 2011 removed the requirement for the ADE to monitor the ALEs at least once every 3 years and so now the ADE only receives a count of students enrolled in the ALE and "Statement of Assurance" from the school saying that all is well and good at the school.

The ADE has moved away from on-site monitoring of all schools, not just ALEs but all schools, and technical assistance provided by ADE staff is just not heard of any longer. Commissioner Woods, and now Commissioner Key, have greatly diminished the level of

support the ADE staff offer to schools. There are no detailed ACSIPs now, we only have an Indistar system that keeps minimal information on federal and state funds, no longer are details on educational programs included. And there is no school ACSIP monitoring any longer. When the monitoring team goes out to a school district once every 6 years, the team just goes to the district office and views a district plan. Schools are not visited, nor school plans reviewed, even when the schools is sitting next to the district office and the schools is in a deep level of school improvement. So, this trend to waive accountability for ALEs (and charter schools) is a similar trend—a trend that ensures the ADE knows very little about schools. And a trend that ensures the ADE staff are not held accountable for ensuring these schools are effective educational systems.

The current ADE rule regarding ALEs states that the schools will be evaluated for effectiveness of their educational program. But instead of conducting and reporting evaluations, the State Board simply waives the achievement measures for these schools and therefore waives the ADEs responsibility to ensure these schools are effective.

My second point relates to fairness across schools. There are traditional schools identified for Academic Distress this year that missed the 49.5% standard by

less than 2%. Dermott appears to need 1 more student to make the required 49.5%, they had 49.445% proficient. Mineral Springs had 48.130% and appear to need 4 more students to make the standard. And there are others schools that were also very close. These schools miss the standard by 1 or 2% and ALEs miss the mark by much much more, some 20-30% from the standard. Yet the State Board selectively approves waivers for these schools. Some of these ALEs appealing to you today will received their third year of waivers from the 49.5% standard. And you might rationalize that the ALEs serve the most needy students, students with discipline issues or special needs. The traditional schools also serve these types of students as well.

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**A-9: eSTEM PUBLIC CHARTER SCHOOL**

**EXHIBIT ONE (1)**



Arkansas Association  
of Educational Administrators

219 South Victory  
Little Rock, AR 72201  
501.372.1691  
Fax: 501.372.2807  
www.theaaea.org

March 8, 2016

Ms. Toyce Newton, Chair  
Arkansas State Board of Education

RE: Charter Amendment Requests

Chair Newton and SBE Members,

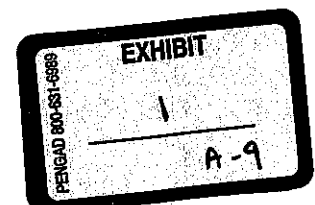
On February 3, 2016, in a letter to the ADE Charter Authorizing Panel, Little Rock Superintendent Baker Kurrus outlined a number of issues for consideration regarding the charter amendment requests of LISA Academy and eStem Public Charter School. AAEA agrees with Superintendent Kurrus' thorough assessment of the impact that charter school expansion would have on all the children in the LRSD under current guidelines regarding charter admission policies. While AAEA supports charter schools and choice, Mr. Kurrus' data speaks for itself. AAEA also applauds Superintendent Kurrus' actions to date on providing leadership, assessing needs, and planning for the future to improve educational opportunities for children. We sincerely believe that Mr. Kurrus' continued leadership and commitment can have a tremendous positive impact on educational opportunities for children in Little Rock in the near future.

AAEA asks the State Board of Education to consider Mr. Kurrus' data before making a decision on the expansion of charters in Pulaski County. After reviewing Mr. Kurrus' data, we respectfully request the State Board of Education to ask the Governor/Policy Makers to amend the current Arkansas law on weighted lotteries to provide a better chance for admission for educationally disadvantaged students. Current Arkansas law provides for weighted lotteries for open-enrollment charter schools but only in limited circumstances. Research shows that middle-class families with better access to information tend to be the ones who flood charter lotteries. As a result, the composition of the school/district changes. This is clearly indicated by the data provided by Mr. Kurrus in his February 3 letter. Research also indicates that, on average, students learn more in schools that are economically and racially diverse than they do in segregated schools.

Thank you for your leadership efforts in providing quality educational opportunities for all Arkansas children.

Respectfully,

Dr. Richard Abernathy, Executive Director  
Arkansas Association of Educational Administrators



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**A-13: LISA ACADEMY**

**EXHIBIT ONE (1)**



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Respectfully,

Dr. Richard Abernathy, Executive Director  
Arkansas Association of Educational Administrators





## 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 before whom the foregoing testimony was taken, do hereby certify that the same is a true and correct transcription of proceedings before the Arkansas State Board of Education, in Little Rock, Arkansas, on March 10, 2016, that the said testimony 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 evidence heard and proceedings had in said matter.

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

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: March 22, 2016.



*Sharon K. Hill*

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

