

# 2015-2016 ANNUAL REPORT LITTLE ROCK SCHOOL DISTRICT

The Little Rock School District is committed to working with all stakeholders to advance excellence in public education. As a public school system, LRSD is accountable to its students, parents, community members and tax payers. The highlights in this report represent some of the significant work accomplished in 2015-16, as well as opportunities and challenges for the future.

With its highly qualified teachers, nearly 200 of whom have National Board Certification; unique K-12 learning environments that offer families choice; and the state's largest free public preschool program, the District remains poised to meet the needs of a diverse student population.

LRSD introduced its newest campus at the end of the 2016 school year, Pinnacle View Middle School, and began developing plans for a new southwest Little Rock High School. LRSD is proud of its highly accomplished students and the community partnerships that enhance their educational experiences.

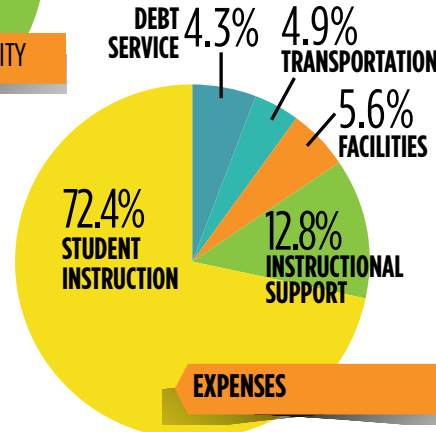
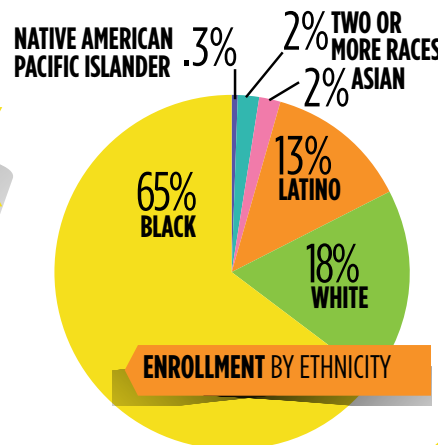
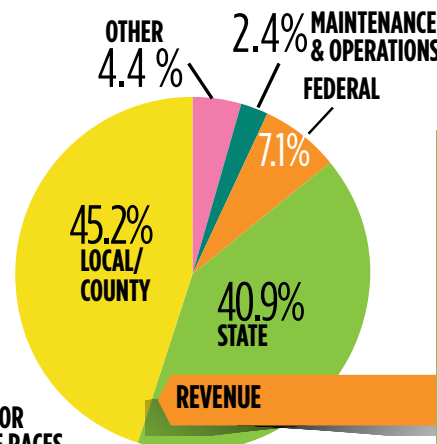
The District is in year two of state oversight following an "Academically Distressed" designation for 6 of its 48 schools. Baseline Academy was removed from that designation in 2016. In an effort to identify areas of needed support for those schools, and to

provide resources that support best practices for all LRSD campuses, Michael Poore, named superintendent in April 2016, introduced the Achieve Team model. This model provides a plan to gather and analyze data; monitor specific targets; and share suggested actions on how community resources can be leveraged with the utilization of professional development to enhance academic achievement.

The District continues its focus on strong academic achievement while also working to maintain financial stability with the impending loss of \$37 million in desegregation funds at the end of the 2017-18 school year. Since 2014, LRSD has trimmed its budget by more than \$30 million. LRSD is committed to remaining good stewards of tax payer dollars while investing in the futures of the District's most valuable resources – its students.

The LRSD community is currently represented by a 7-member, state-appointed Community Advisory Board which succeeded the Civic Advisory Committee at the end of the 2015-16 school year. Arkansas Department of Education Commissioner Johnny Key serves as the District's Board of Directors.

With a mission of collaboration, transparency and a return of local control, the Little Rock School District reaffirms its commitment to ensuring bright futures for all its students.



Local/County	\$153,900,481
State	\$139,115,772
Federal Grants	\$24,147,191
Dedicated Maintenance & Operations	\$8,192,110
Other	\$14,801,801
<b>Total Revenue</b>	<b>\$340,157,355</b>
Tax Rate (Mills)	46.4

Student Instruction	\$242,394,290
Instructional Support	\$42,828,999
Transportation	\$16,368,810
Support—Facilities	\$18,670,174
Debt Service	\$14,335,524
<b>Total Expenses</b>	<b>\$334,597,797</b>
Expense Per Pupil	\$13,560
Average Teacher Salary	\$57,265
First Year Teacher Salary	\$35,232

**LRSD's volunteer program, Volunteers in Public Schools (ViPS) is a vital component in the operation of all of our schools.**

Total Volunteer Hours	961,785
Equivalent in Dollars	\$22,659,655
Total Number of Partners in Education (PIE)	290

## Top 10 High-Achieving Schools in Arkansas (based on PARCC Achievement)

RANK	SCHOOL	PARCC CATEGORY
#1	Forest Park Elementary	Overall
#1	Forest Park Elementary	Math
#1	Forest Park Elementary	Literacy
#2	Roberts Elementary	Literacy
#4	Roberts Elementary	Overall
#4	Gibbs Magnet Elementary	Literacy
#5	Roberts Elementary	Math
#7	Parkview Magnet High	Literacy
#9	Jefferson Elementary	Literacy

## Top 5 High-Achieving Schools in Central Arkansas (based on PARCC Achievement)

RANK	SCHOOL	PARCC CATEGORY
#1	Forest Park Elementary	Overall
#1	Forest Park Elementary	Literacy
#1	Forest Park Elementary	Math
#1	Parkview Magnet High	Literacy
#2	Roberts Elementary	Literacy
#3	Roberts Elementary	Overall
#4	Roberts Elementary	Math
#4	Gibbs Magnet Elementary	Literacy
#4	Pulaski Heights Middle	Literacy
#5	Parkview Magnet High	Overall

## Top 10 High-Achieving/Low-Income Schools in Arkansas (based on PARCC Achievement)

RANK	SCHOOL	PARCC CATEGORY
#2	Forest Heights STEM	Literacy
#3	Forest Heights STEM	Overall
#3	Terry Elementary	Math
#7	Mann Magnet Middle	Literacy
#8	Geyer Springs Gifted & Talented	Literacy

## Top 5 High-Achieving/Low-Income Schools in Central Arkansas (based on PARCC Achievement)

RANK	SCHOOL	PARCC CATEGORY
#1	Forest Heights STEM	Literacy
#1	Mann Magnet Middle	Literacy
#2	Forest Heights STEM	Math
#2	Geyer Springs Gifted & Talented	Literacy
#3	Mann Magnet Middle	Math
#4	J.A. Fair High	Math
#4	J.A. Fair High	Literacy

## Arkansas Department of Education (ADE) Letter Grades

Beginning in 2015, ADE released letter grade designations for all Arkansas public schools. 2015 letter grades are based on testing data from the 2014-2015 school year.

**Schools that improved by two or more letter grades:** Geyer Springs Gifted & Talented Academy, Henderson and Mabelvale

middle schools, and J.A. Fair High School.

**Schools that improved by one letter grade:** Booker Arts Magnet and Romine elementary schools, Henderson, Horace Mann Magnet, and Pulaski Heights middle schools; and Hall High School.

**"A" Schools (1); "B" Schools (9); "C" Schools (15); "D" Schools (16)**  
No LRSD school received a "F" letter grade.

## 2015-2016 School Improvement Designations

**Terry Elementary and Forest Heights STEM Academy were identified as "Achieving" schools. Achieving schools test at least 95% of their students and meet their annual achievement or growth targets for the All Students group and the Targeted Achievement Gap Group (TAGG). High schools also meet annual graduation rate targets for All students and TAGG groups.**

Sixteen (16) schools were classified as **Needs Improvement** schools. LRSD identified as a "Needs Improvement" district. **Needs Improvement schools either test less than 95 percent of their students or miss the achievement and growth targets. A high school will be "Needs Improvement" if it does not meet the graduation rate targets.**

Sixteen (16) schools were classified as **Focus** schools. Six "Focus" schools met Year One Exit criteria: Bale, King, Stephens, Western Hills elementary schools; Pulaski Heights Middle, and Central High schools.

**Focus schools are identified based on the size of the achievement gap rather than the performance of the All Students group. They include 10% of Title I schools with the largest achievement gaps. Non-Title I schools with commensurate magnitude gaps as the Title I schools are also identified.**

Eight (8) schools were classified as **Priority** schools, with one school, Geyer Springs Academy, meeting Year One Exit criteria. **Priority schools include 5% of Title I schools with the lowest performance over a three year period. Non-Title I schools with commensurate low performance are also identified as "Needs Improvement Priority" schools.**

Five schools (5) were classified as **Academic Distress** schools. The "Academic Distress" classification is any public school in which 49.5% or less of its students achieve proficient or advanced in math and literacy on the state-mandated criterion referenced assessments administered in that district for the most recent three (3) year period.

**2015-2016 School Year Accreditation Status:** 32 schools fully accredited; 12 schools cited. A school is cited when one or more teachers are currently working on a second or third year additional licensure plan (ALP).

**Distressed Schools will work with School Improvement Leadership and District Improvement Teams, and other stakeholders to meet the three goals recommended by the Ark. Dept. of Education**  
**Goal 1 (G1)** Develop a clear and shared academic focus • **Goal 2 (G2)** Develop a positive school culture conducive to learning and staff professional growth • **Goal 3 (G3)** Develop a culture of continuous improvement

### CLOVERDALE

- G1** – Increase achievement by a performance level in one or more content areas on ACT Aspire Interim & Summative Assessments for 75% of students – Prof. Develop.: ESL instructional strategies & differentiation strategies
- G2** – Focus on Positive Behavior Intervention System (PBIS) to improve student behavior and decrease discipline referrals
- Increase parent involvement in an effort to improve the school culture and increase student achievement
- G3** – Utilize district Achieve Team for continuous improvement
- Establish a culture committee to plan incentives to foster a culture of continuous improvement

### HENDERSON

- G1** – Use Data to inform instruction for continuous school improvement
- Use technology to differentiate instruction
- G2** – Establish school environment that improves school safety & discipline
- Create mechanisms for family/community engagement
- G3** – Collaborate with the District to develop strategies to recruit and retain effective teachers
- Develop an on-boarding process that provides support for new staff
- Celebrate progress towards meeting school goals and excellence

demonstrated by students, faculty or parents

### HALL

- G1** – Move 15% of 9-10th grade students' math and reading scores from the "Need Assistance" to "Close" category with weekly targeted intervention support
- G2** – Train staff in the Poverty and Coaching Institute methods
- Revitalize PISA-developed goals and specific commitments under each goal for the school-parent compact
- G3** – Develop an Innovation Council to explore Schools of Innovation redesign models and partner with Ark. Office of School Innovation for application process
- Use district-provided curriculum aligned to state standards in content and rigor that supports teachers with professional development and on-site observations/feedback

### FAIR

- G1** – Increase ACT Aspire scores: 30% to 56% (English), 13% to 38% (Reading), 19% to 58% (Writing) and 5% to 22% (Math)
- Implement school-wide best teaching practices from AVID (Advancement via Individual Determination)
- G2** – Empower all staff with greater decision-making authority

–Use staff and student survey on school climate to provide data for improving culture

- G3** –Utilize district "Achieve Team"for improvement plans AVID Coord. will attend School Leadership Team meetings
- Training in the TESS and LEADS Evaluation System and BloomBoard Software for Evaluating Teachers and Principals

### MCLELLAN

- G1** –Revisit Mission Statement, Vision Statement, and Core Beliefs
- Increase the number of students who are "Ready" on the ACT Aspire Assessments 20% by May 30, 2017
- G2** –Set up Google Classrooms to improve collaboration and communication between School Improvement Leadership and Instructional Teams
- Create a discipline tracking system in order to improve the number of referrals
- G3** –Create Enrichment options to help move "Ready" students to "Exceeding"
- Move 45 students who are "Close" and in the top half of "In Need of Support" to "Ready" in all core content areas