



# DIVISION OF ELEMENTARY & SECONDARY EDUCATION

**Level 5 Draft Exit Plan  
For  
Little Rock School District School District  
Pursuant to Ark. Code Ann. § 6-15-2917**

## Little Rock School District Draft Exit Plan

The Little Rock School District did not meet the criteria to exit Level 5 support by the end of the five-year period following the assumption of state control. In accordance with ACA 6-15-2917, the State Board of Education took action to reconstitute the district. The State Board also voted to continue Level 5 support of the district. The draft exit plan outlined in this document reflects a shift from the previous school-level criteria based on ESSA Index Scores to a set of district-level actions that will become criteria for exit from Level 5 support. Although the district may exit from Level 5 support, the Division of Elementary and Secondary of Education will continue to provide support to the district based on identified needs. The updated criteria will establish what the district must demonstrate to assure the DESE, the State Board, and the community that LRSD is poised for the present and future academic success of its students.

The approach taken in this exit plan continues to focus on developing coherence within and among schools so that together teachers and administrators establish a new baseline understanding of high-quality instructional approaches and curriculum expectations. As schools demonstrate the ability to provide a high-quality program of instruction that serves all students well, the continuous improvement will shift from primarily district-orchestrated decision making to greater school level empowerment and accountability. This work will be supported by DESE as needed. According to the Arkansas Division of Elementary and Secondary Education Rules Governing The Arkansas Educational Support And Accountability Act (AESAA), the district improvement/exit plan shall be developed in collaboration with the governing body of the district including the district leadership team and local public school board, if applicable, and the Division. This exit plan will then be the basis for identifying the criteria for exit of Level 5 support. The artifacts of each lagging indicator will be identified in consultation with the district and applicable resource. The artifacts will be reviewed during the mid-year and end-of- year timeframes in order to allow the district to exit from Level 5 Support in a timely manner. This exit plan and artifacts will be made public (if applicable) on the Little Rock School District Website.

The 4 main areas of focus in the plan are derived from the High Reliability School Framework and are a continuation of current work. The areas are as follows:

- Collaborative teams regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
- The school provides teachers with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.
- The school literacy curriculum and accompanying assessments adhere to state and district standards.
- The school manages its fiscal, operational, and technological resources in a way that directly support teachers to provide a safe, supportive and collaborative culture and increase student achievement.

<b>Criteria: The District will Implement PLC Processes and HRS Levels 1, 2 and 3</b>		
Artifacts: LRSD District Leadership will monitor implementation through Focus Walks, Instructional Rounds and during Level Meetings.	Presentation Date	Responsible Party
<p><b>Evidence- Beginning of the Year:</b></p> <ul style="list-style-type: none"> <li>● HRS/PLC Implementation and Sustainability Plan</li> <li>● Master schedules that provide time for collaborative teams to meet weekly</li> <li>● Stakeholder perceptual data</li> <li>● Guiding Coalitions identified</li> </ul>	<p>District Leadership Team: <b>March 2020</b></p> <p>DESE: <b>May 2020</b> PPC: <b>June 2020</b> CAB: <b>February 2020</b> LRSD Board Ratification: <b>December 2020 (Work Session)</b></p>	<p><b>Lead:</b></p> <p>Randy Rutherford, Darian Smith</p> <p><b>Support:</b></p> <p>Jeremy Owoh, Hope Worsham</p> <p><b>Resource:</b></p>
<p><b>Evidence- Mid-Year:</b></p> <ul style="list-style-type: none"> <li>● Collective Commitments established/articulated/agreed on</li> <li>● Common Meeting Norms adopted and followed for all meetings</li> <li>● Four critical questions are focus of meetings and agenda items <ul style="list-style-type: none"> <li>○ <i>What do we want students to learn?</i> (curriculum)</li> <li>○ <i>How do we know if students are learning?</i> (assessment)</li> <li>○ <i>How will we respond when students don't learn?</i> (intervention)</li> <li>○ <i>How will we extend learning for students who are already proficient?</i> (extension)</li> </ul> </li> </ul>	<p>Due to DESE by <b>December 1, 2020</b></p>	<p>Solution Tree Marzano Resources</p>
<p><b>Evidence-End-of-Year:</b></p> <ul style="list-style-type: none"> <li>● Development of essential standards identified for literacy and math</li> <li>● Process of identifying learning targets/proficiency scales has begun</li> <li>● Mission and/or Vision Document that indicates a focus on learning at high levels for all students</li> <li>● School goals are focused on learning</li> </ul>	<p>Due to DESE by <b>June 1, 2021</b></p>	

<ul style="list-style-type: none"> <li>• Leadership teams with process for including teacher input; examples of decisions that teachers helped to make around school improvement;</li> <li>• Feedback loops created to allow for authentic stakeholder input</li> </ul>		
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<b>Criteria: District will implement TESS and LEADS systems.</b>		
<b>Artifacts:</b> Data from Focus Walks, Instructional Rounds and <i>EdReflect Insight Reports</i> .	Presentation Date	Responsible Party
<b>Evidence-Beginning-of-Year:</b> <ul style="list-style-type: none"> <li>• TESS and LEADs Guidance Document</li> <li>• TESS/EdReflect Recalibration for Administration</li> <li>• TESS/EdReflect recalibration training provided to certified staff by principal or designee</li> <li>• TESS/EdReflect training for novice teachers and included in onboarding plan</li> <li>• Updated TESS 4-Year Rotation Cycle for current year</li> <li>• PGPs are updated/developed in EdReflect               <ul style="list-style-type: none"> <li>○ Closed by October 1st</li> </ul> </li> <li>• “Additional Artifacts” is open for documentation of PGP progress</li> </ul>	District Leadership Team: <b>January 2020/July 2020</b> DESE: <b>May 2020</b> PPC: <b>August 2020</b> CAB: <b>August 2020</b> LRSD Board Ratification: <b>December 2020 (Work Session)</b>	<b>Lead:</b>  Randy Rutherford, Darian Smith  <b>Support:</b>  Jeremy Owoh , Rocci Malone, Brent Miller, Hope Worsham, Building Principals  <b>Resource:</b>  Bloomboard
<b>Evidence-Mid-Year:</b> <ul style="list-style-type: none"> <li>• Average of 8 weekly informal observations per building administrator as evidenced by <i>EdReflect Insight Reports</i></li> <li>• Evidence of quality feedback from observations of principal/teacher</li> </ul>	Due to DESE by <b>December 1, 2020</b>	

<p>interactions or documentation from Ed Reflect</p> <ul style="list-style-type: none"> <li>Evidence of PGP updates between building administration and certified staff members</li> </ul>		
<p><b>Evidence-End-Year:</b></p> <ul style="list-style-type: none"> <li>Average of 8 weekly informal observations per building administrator</li> <li>Evidence of quality feedback from observations of principal/teacher interactions or documentation from Ed Reflect Career Summative</li> <li>Evaluations completed and data reviewed with administrators making decisions regarding employment, assignment, and support for teachers based on data.</li> <li>Evidence of PGP review between building administration and certified staff members on the non-career summative track</li> </ul>	<p>Due to DESE by <b>June 1, 2021</b></p>	

<p><b>Criteria: The district will implement the district-adopted reading curriculum that incorporates the principles of the SoR and support for Dyslexia.</b></p>		
<p><b>Artifacts: School Level Plans and District Plan of support that outlines the curriculum, resources and PD that aligns with the science of reading and the demonstrated needs of the districts' students; Data from Focus Walks; Lesson Plans</b></p>	<p>Presentation Date:</p>	<p>Responsible Party</p>
<p><b>Evidence- Beginning of Year:</b></p> <ul style="list-style-type: none"> <li>SoR training for certified staff occurring as scheduled with minimal disruptions to student learning</li> </ul>	<p>District Leadership Team:  <b>July 2020</b>  DESE: <b>August 2020</b>  PPC: <b>August 2020</b></p>	<p><b>Lead:</b>  Hope Worsham</p>

<ul style="list-style-type: none"> <li>● Assessor training for supervisors occurring as scheduled</li> <li>● SOR Teaching practices occurring in all K-2 classrooms and documented by the focus walk data</li> </ul>	<p>CAB: <b>August 2020</b>  LRSD Board Ratification:  <b>December 2020 (Work Session)</b></p>	<p><b>Support:</b>  Stacy Smith, Jeremy Owoh,  Kiffany Pride, Randy Rutherford, Darian Smith</p>
<p><b>Evidence- Mid-Year:</b></p> <ul style="list-style-type: none"> <li>● Winter NWEA data</li> <li>● Focus walk data</li> <li>● DESE SoR implementation feedback</li> <li>● Screening process for students who show a need based on Winter NWEA data</li> </ul>	<p>Due to DESE by <b>February 1, 2021</b></p>	<p><b>Resource:</b>  Textbook Vendors</p>
<p><b>Evidence-End-of -Year:</b></p> <ul style="list-style-type: none"> <li>● Spring NWEA Data</li> <li>● Focus walk data from DESE about the SoR implementation</li> <li>● Placement for dyslexia services as appropriate for any student showing a need based on screening.</li> </ul>	<p>Due to DESE by <b>June 1, 2021</b></p>	

<p>Criteria: An approved budget that is not deficit spending</p>		
Artifact	Due Date	Responsible Party
<p>A 3 year budget projection for long term sustainability of the district is developed in consultation with DESE and approved by the local board and Secretary of Education.</p>	<p>District Leadership Team Approval: <b>August 2020</b></p>	<p><b>Lead:</b>  Kelsey Bailey</p>

	Presentation to DESE: <b>August 2020</b> Presentation to PPC: <b>August 2020</b> Presentation CAB: <b>August/September 2020</b>	<b>Support:</b> Mike Poore, Greg Rogers, Donna Adkins, Cynthia Smith, Randy Rutherford, Darian Smith
Mid-Year Review of Year 1 Budget.	Due to DESE by <b>January 2021</b> Review by LRSD Board by <b>January 2021</b>	<b>Resource:</b> Jack Truemper, Stephens
End of Year Review of Year 1 Budget and adjustments for Year 2 identified.	Due to DESE by <b>April 2021</b>	

Criteria: An approved Master Facility plan		
Artifact	Due Date	Responsible Party
Master Facilities Update with funding plan is approved by the local board and Secretary of Education. This will align with any standing Desegregation Settlements and inclusive of Magnet/Specialty Schools.	District Leadership Team Approval: <b>October 2020</b> Presentation to DESE: <b>November 2020</b> Presentation to PPC: <b>November 2020</b> LRSD Board Ratification: <b>January 2021</b>	<b>Lead:</b> Kevin Yarberry  <b>Support:</b> Kelsey Bailey, TIm Cain, Mike Poore, Randy Rutherford, Darian Smith

End of year review of progress toward implementation of Facility Plan.

Due to DESE by **May 2021**

**Resource:**  
Jack Truemper, Stephens