



The role of local school boards and advisory groups in the school improvement process

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School Improvement Process

ACSIP

Arkansas Comprehensive School Improvement Process
A continuous improvement model for all schools

Targeted Improvement Plans

Focus Schools

Priority Improvement Plans

Priority Schools



School Classifications Related to School Improvement

Focus School (Federal)

10 percent of schools with largest gaps between TAGG and non-TAGG

Priority Schools (Federal)

Lowest performing 5 percent of the schools as measured by proficiency on state assessment and graduation

Academic Distress (State)

A school where less than 49.5 percent of the students have scored proficient in the most recent consecutive three year period



School Classifications Related to School Improvement (cont.)

TAGG

Targeted Achievement Gap Group
Students with disabilities
English Language Learners
Free / reduced lunch students

NON-TAGG

Students not included in a group identified above



Little Rock School District

16 Focus Schools

8 Priority Schools

5 Schools Classified in Academic Distress



Quarterly Reporting

To the State Board

School Leadership Reviews with District
Leadership

District Leadership Reviews with School Board



Leading Indicators of the Systems Development

Data Systems

Grades

Attendance

Referrals for behavior

Units of Instruction

Teacher Attendance

Entry Level Reading

Entry Level Math

Decision Making

How are you using your data systems to guide decision making processes?



Recommendations

Recommendation #1: PREVIOUSLY CLASSIFIED SCHOOLS

Because twenty of the schools were previously classified in Academic Distress, and two of the other four schools were classified as Priority, it was noted that they have goals and efforts currently in progress from prior ADE site reviews or technical assistance. **Thus, the review team is recommending continuation of the Priority Improvement Plans established for school year 2015-16**, but with modifications for greater clarity. ADE School Improvement Unit (SIU) staff will provide technical assistance to assist these twenty-two schools in **integrating into their current plans three targeted goals** that would be monitored monthly by the SIU. These overarching goals are:



Recommendation 1 (cont.)

1. The School Improvement Leadership Team will develop a **clear and shared academic focus** that will lead to removal from Academic Distress.
2. The School Improvement Leadership Team in conjunction with all stakeholders will develop a **positive school culture** conducive to learning and staff professional growth.
3. The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a **culture of continuous improvement**.



Recommendations (cont.)

Recommendation #2: NEWLY CLASSIFIED SCHOOLS

Not Applicable



Recommendations (cont.)

Recommendation #3: DISTRICT WILL CLARIFY SUPPORT TO BE PROVIDED

It was noted during the site reviews that schools varied in the level of district support. No school reviewed by the ADE teams had a written document that outlined the level of support that a school would receive from the district.



Recommendation 3 (cont.)

It is recommended that by September 15, 2016, the District Improvement Leadership Team, in consultation with the School Improvement Leadership Team and other stakeholders, will submit for State Board of Education review a plan of support for each school in Academic Distress. The plan will detail the types of support to be provided to each school and will be inclusive of, but not limited to:

- **The professional development plan of activities that will support the principal in becoming an accomplished turnaround principal** (identifying specific trainings, readings, mentors, and timelines for activities to occur and the expected outcome of each component of the activities). This plan shall include observation calibration training for Teacher Excellence and Support System (TESS) along with training in the use of the BloomBoard Insight Reports.



Recommendation 3 (cont.)

Further, district and school leaders will work with the ADE Educator Effectiveness Unit to align existing walk-through practices to be recorded as informal observations within the TESS (BloomBoard) process.

- **A description of specific State and Federal Categorical (restricted funds) funding provided to the school.** The funding description will clarify positions and programs purchased with categorical dollars; specify the amount of student improvement anticipated by the expenditure and how the effectiveness of the program or position will be evaluated in accordance with the anticipated student gains. The funds available and at the discretion of the School Improvement Leadership Team will be defined and the allowable use of the funds determined.



Recommendation 3 (cont.)

- **The description of all assessments to be administered by the school and clear detail on how assessments will be utilized by teachers, instructional teams, and the School Improvement Leadership Team.** It is encouraged that the ACT Aspire Interim Assessments be used for progress monitoring. Post-unit assessments are to be developed by instructional teams specific to the units taught and may include both standards based questions and questions related to any foundational knowledge required as part of the units of instruction. Dates for assessments by grade level, expected levels of student achievement (SMART Goal), and clear use of each type of assessment will be detailed in the plan(s). It is encouraged that the school minimize assessment to Formative Assessments, Aspire Interims (or Aspire aligned interims), and Unit Assessments.



Recommendation 3 (cont.)

Semester Exams may be substituted for the third Unit Assessment if all students at that grade level or subject area are administered the Semester Exam.

- **The clarification of the decision making autonomy that each School Improvement Leadership Team will have**, and the parameters within which the team must operate. Included will be a description of the discretionary money/resources available to the School Improvement Leadership Team to support teacher development as needs are identified.



Recommendation 3 (cont.)

- **The description of how the district will attempt to retain effective teachers at the school**, and how the district will support the building in recruiting qualified teachers when openings occur. This would include how teachers are incentivized to remain at the school as well as the monitoring of teachers for their “feelings or perceptions” of support on a quarterly basis (ADE developed instrument or ADE approved instrument).
- A description of the actions the district is taking to ensure that there is **curriculum alignment** in at least the areas of literacy and mathematics as assessed for accountability.



Recommendation 3 (cont.)

- **The description of the supports to be provided to engage parents and community in the turnaround efforts.** Specifically identify the activities that will be offered, a timeline and how the school will maintain and analyze data related to parent participation. The analysis should contrast parents of proficient students in contrast to parents of non-proficient students with the intent of providing additional services and support to parents of non-proficient students.
- **The description of the supports to be provided in creating a positive learning environment and positive school climate.** It is encouraged that the district support the school in adopting a Positive Behavior Intervention System as well as other culture improvement strategies.



Recommendations (cont.)

Recommendation #4: INFORMING AND DEVELOPING THE LOCAL SCHOOL BOARD

The local school board holds accountability for the progress of students. The National School Boards Association in conjunction with the Center for Public Education have identified characteristics of effective school boards. These include and require that school boards are data literate, allocate resources to needs, and maintain a focus on student achievement goals. To support the local school board in being effective, the review teams make the following recommendation:



Recommendation 4 (cont.)

In conjunction with the School Improvement Leadership Team, and the designated team from the Arkansas Department of Education, the **District Improvement Leadership Team will present the school's required quarterly progress report to the local school board** and discuss supports, actions, and/or trainings in which the local school board can participate to further support the school or schools.



Draft of Report to State Board

45 Day Progress Report



Resources for Training

National School Boards Association

<https://www.nsba.org>

National Center for Urban School Transformation

<http://go.sdsu.edu/education/ncust/>

Center on School Turnaround at WestEd

<https://www.wested.org/project/center-on-school-turnaround-at-wested/>

Center on Great Teachers & Leaders

<http://www.gtlcenter.org/>



Resources Available

National School Boards Association

<https://www.nsba.org/>

Arkansas School Boards Association

<http://arsba.org/>

Arkansas Department of Education

<http://www.arkansased.gov/>

U.S. Department of Education

<http://www.ed.gov/>

Data First

<http://www.data-first.org/>

The Education Trust

<https://edtrust.org/>

National Center for Education Statistics

<https://nces.ed.gov/>

National Center on Assessment and Accountability for Special Education

<http://www.ncaase.com/>



Resources Available (cont.)

National Center for Urban School Transformation

<http://go.sdsu.edu/education/ncust/>

Southern Regional Education Board

<http://www.sreb.org/>

Harlem Children's Zone

<http://hcz.org/>

TED Talks Education

<https://www.ted.com/about/programs-initiatives/ted-talks-education>

Center on School Turnaround at WestEd

<https://www.wested.org/project/center-on-school-turnaround-at-wested/>

School Boards Driving Turnaround

<http://centeronschoolturnaround.org/school-boards-driving-turnaround/>

Identifying, Selecting and Retaining School Turnaround Leaders

<http://centeronschoolturnaround.org/school-turnaround-leader-modules/>

Office of Innovation for Education

<http://www.innovativeed.org/>