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Vision

Creating Excellence for Tomorrow

Mission

The mission of the LRSD is to equip all students with the skills and knowledge to realize their aspirations, think crucially and independently, learn continuously and face the future as productive, contributing citizens.

This mission is accomplished through open access to a diverse, innovative and challenging curriculum in a secure environment with a staff dedicated to excellence and empowered with the trust and support of our community.

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Boosting Performance and Closing the Achievement Gap: A Strategic Plan for the Little Rock School District

Executive Summary

This document outlines a new strategic plan to dramatically improve student learning in the Little Rock School District. The result of nearly a year of intensive work by a 14 member Commission appointed by Superintendent Dr. Linda Watson, and responding to the community input gathered during the 2008-2009 school year, this Plan is designed to insure that every student reads proficiently by the end of the third grade, takes a rigorous course of studies in middle and high school and is prepared for college or a high wage job in the state's evolving knowledge and high skill economy. The Plan also is designed to reduce the dropout rate and increase the four-year high school graduation rate.

By placing a laser focus on improving student achievement throughout the district, this plan is designed so that all children in Little Rock will be successful whether they are college bound or planning to enter the workforce after they graduate from high school.

A review of current student achievement shows that student performance in math and literacy at all grade levels is below par -- woefully so for the district's children from minority and poverty backgrounds -- and that the achievement gaps are large and growing. We need to dramatically increase the number of students achieving at both the proficient AND at the advanced levels on state benchmark tests, and we need to close the large -- and growing -- achievement gap between African American and other minority students and the majority population of our schools. To achieve this, we have established the "eye-popping" goals outlined in this document. To reach these goals, everyone in the district will need to maintain a laser focus on student learning and instruction.

Thus, our Strategic Plan identifies actions that must be taken in six important areas:

1. Ambitious, eye-popping goals

It is essential that the district establish eye-popping goals that will get each of us (students and adults alike) striving to attain them. Not only do we need more students to reach the level of proficient AND advanced on standardized tests, we must work to eliminate the achievement gaps that exist across the district. Our five year goals expect that 85 to 90 percent of all Little Rock students achieve to at least the proficiency level on state tests in reading and math, and to have 50 percent or more of all minority students achieving at the advanced levels as well. Attainment of these goals would establish Little Rock district as one of the highest performing urban districts in the country and dramatically reduce the current achievement gaps.

2. Research proven strategies for attaining our goals

To meet the goals established in this document, the district will need to:

- a. Develop annual and five year improvement goals for each school
 - b. Adopt a new curriculum with a greater focus on whole class, teacher directed instruction, with a more systemic approach to reading across the entire district
 - c. Develop a comprehensive and more parsimonious battery of student assessments with a strategic mix of diagnostic, formative, benchmark and summative assessments
 - d. Create school schedules that enable collaborative work by Professional Learning Communities of teachers
 - e. Enhance and focus ongoing professional development on improved instruction in reading, math, writing, and science, and provide instructional coaches to support teachers across all schools and classrooms
 - f. Reduce the number of student interventions, and improve the effectiveness of those interventions that remain in place.
3. Adequate and effective funding for our schools

Our district has adequate fiscal resources to meet our goals. State funding, combined with our own local tax effort, combined with targeted Federal resources for special education and Title I, provide enough money to deploy all the strategies identified as essential to our students' success. What is now needed is a budget process, resource allocation guidelines and resource reallocation structures, and an accounting system that will enable us to allocate resources to areas of greatest need and programs that are most effective throughout the district.

4. Recruitment and retention of a high quality staff

No urban district in the country can implement a smart and strategic education improvement strategy without talented teachers, principals and central office staff. Nearly all districts that have been successful in moving the student achievement needle by large amounts, and reducing the achievement gap in the process, have expanded their talent pool beyond just individuals available in the local market for educators, while appropriately enhancing diversity of their teachers and principals. Little Rock is no exception and will need to implement strategies – including more national recruitment for top teacher and leadership talent – that have been successful elsewhere if we are to ensure that our children have access to the best teachers, and our teachers receive the support of talented and performance-oriented site administrators.

5. Data and Accountability

Little Rock needs a streamlined data and accountability system that links students, teachers and schools so growth and value-added analyses can be conducted, and includes performance on formative, anchor, end-of-course, SOAR and state assessments along with appropriate demographic data. This assessment system will be the structure within which all programs students and teachers are evaluated on a regular basis, including consideration of a new salary schedule for teachers.

6. Effective, performance driven leadership

This strategic plan, with its powerful focus on dramatically increasing student performance and closing the achievement gap, puts the Little Rock school system on a path toward major change. All community and school district stakeholders will be carefully watching the elected leadership of the school system to measure its collective commitment to the bold changes outlined in this plan. In order to send a clear message that the school board understands the need for fundamental change throughout the school district, the board must itself become a prime example of change that leads to improvement.

By implementing these steps and by enhancing the many community outreach and parent involvement programs already part of district activities, we are confident that large gains in student learning can and will take place in Little Rock.

Boosting Performance and Closing the Achievement Gap: A Strategic Plan for the Little Rock School District

Introduction

This Strategic Plan for Little Rock Public Schools outlines an aggressive strategy to move our school district forward to embrace eye-popping goals for student achievement and eliminate the achievement gap between minority and majority students in our schools. The Plan is designed to place a laser focus on improving instruction to ensure that every student reads proficiently by the end of the third grade, takes a rigorous course of studies in middle and high school and is prepared for college or a high wage job in the state's evolving knowledge and high skill economy.

Figures 1 and 2 show the current 2009 student performance situation on the Arkansas Benchmark Exams as well as the achievement gap in Little Rock for literacy and mathematics in grades 3 and 8. The figures show respectable levels of performance for Caucasian students and low levels of performance for African American Students.

In 2009, 80% of Caucasian students scored **at or above the proficiency** level in *grade 3* reading, compared to only 44% of African American students, an achievement gap of 36 percentile points. That same year, 84% of Caucasian students scored at or above the proficiency level in *grade 8* reading, compared to only 41% of African American students, an achievement gap of 43 percentile points.

The achievement gap is more problematic when considering performance at the **advanced** level which measures performance in thinking, problem solving and application. For 2009, 51% of Caucasian students scored at the advanced level in *third grade* reading, compared to only 16% of African American students, an achievement gap of 35 percentile points. For eighth grade reading, 40% of Caucasian students scored at or above the advanced level compared to only 9% of African American students, an achievement gap of 31 percentile points.

The results are similar for mathematics (Figure 2). In 2009, 91% of Caucasians scored **at or above proficiency** in *grade 3* mathematics compared to 60% of African American students, an achievement gap of 31 percentile points, while 79% of Caucasians scored at or above proficiency in *grade 8* mathematics compared to 22% of African American students for a gap of 57 percentile points.

At the advanced level of **performance**, 65% of Caucasians met that standard in third grade math compared to just 32% of African American students for a gap of 33 percentile points. In eighth grade, 40% of Caucasian students scored at the advanced level compared to only 6% of African American students, a gap of 34 percentile points.

Figure 1
Literacy Achievement Gap: 3rd and 8th Grade, 2009

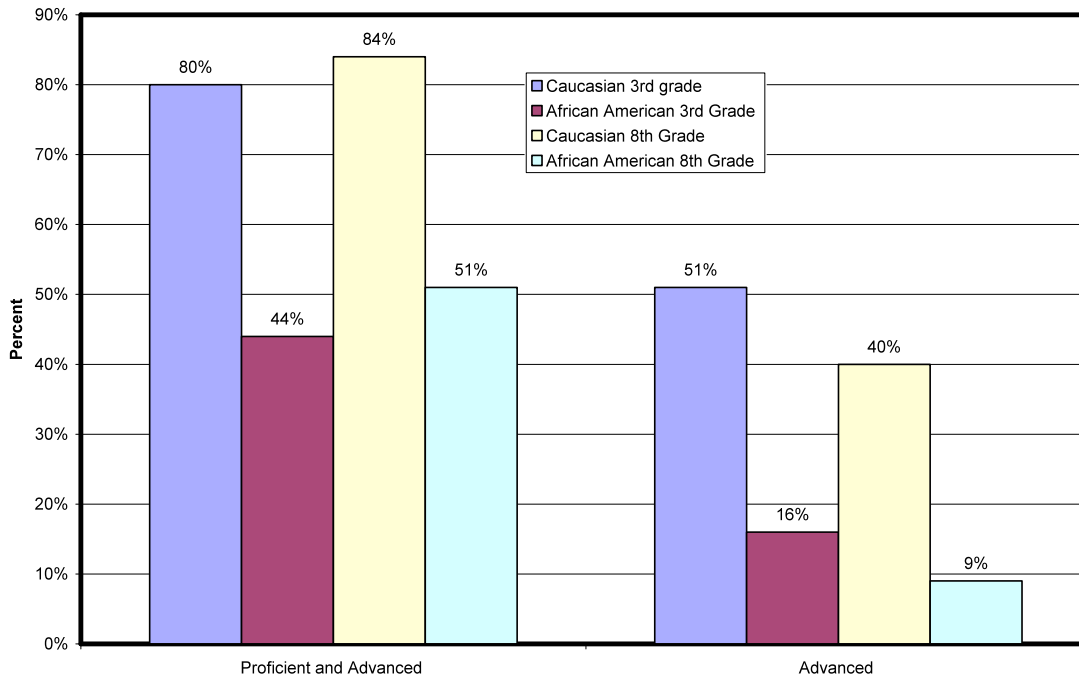
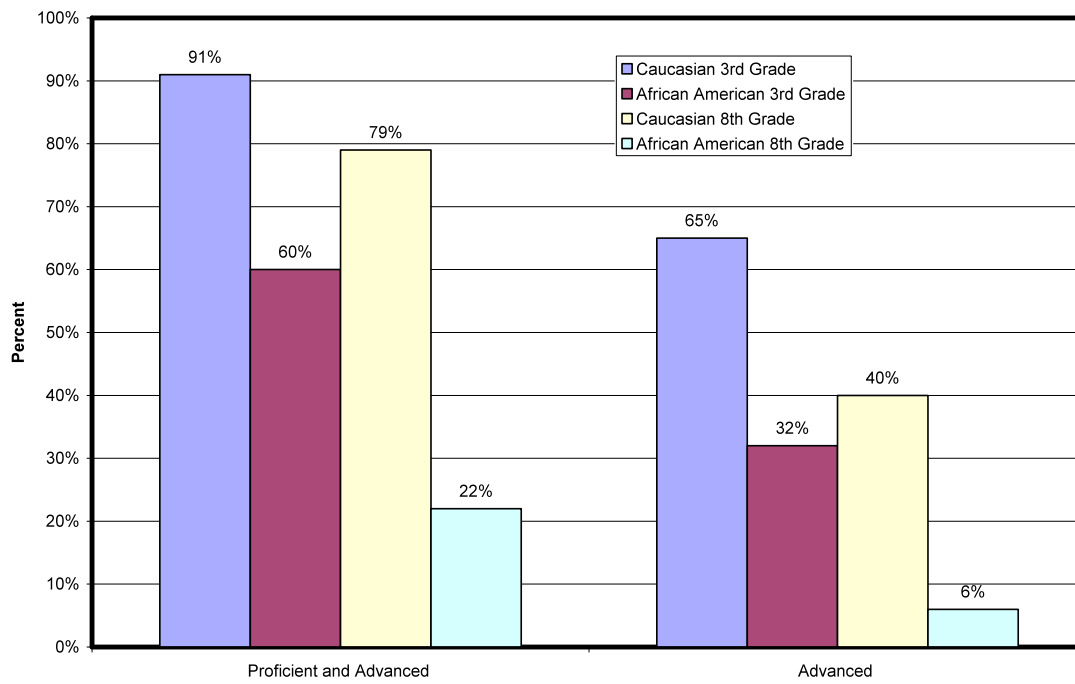


Figure 2
Math Achievement Gap: 3rd and 8th Grade, 2009



The achievement data shown for 2009 in Figures 1 and 2 refer to only one point in time. Our analysis of student performance data over the time period from 2005 to 2009 shows the percent of students scoring **at or above proficiency** in literacy on the state tests has risen modestly with mathematics achievement showing slightly larger gains. Across the Little Rock School district, performance for African American students has risen modestly in literacy and somewhat more in math, but only to the level of proficient. Performance for Caucasian students over that same time period has increased both at the proficient level and more importantly at the advanced level. That has led to a growing achievement gap, one that is more striking at the highest and most complex levels of learning. Though achievement at the advanced levels has risen for both groups of students, it has risen much more for Caucasian students than for African American students, and is still at very low levels for African American students.

Figures 3 and 4 display the size of that gap from 2005 to 2009 for proficient and advanced levels in literacy (Figure 3) and math (Figure 4). Similarly, Figures 5 and 6 display the size of the achievement gap from 2005 to 2009 at the advanced level in both subject fields. It is important to note that the values displayed in all four of these graphs represent the absolute size of the difference in achievement rates between African American and Caucasian students for the topic displayed. Thus, in Figure 3, the yellow line representing 5th grade shows that 33% more Caucasians performed at the proficient or advanced level in literacy in 2005 than African American students. The line also shows that by 2009 that gap was 35%.

Of critical importance for the citizens of Little Rock, the achievement gap in terms of the percent of students scoring **at or above proficiency** between African American and Caucasian students is substantial and has not diminished over time (Figures 3 and 4).

- In literacy, the achievement gap between African American and Caucasian students has not dropped over the past five years and today averages about 38 percentile points across all grades.
- In mathematics, the achievement gap between African American and Caucasian students has dropped, but only modestly, over the past five years and still averages about 38 percentile points across all grades.

This means that African American students in Little Rock schools are performing at about half the levels of Caucasian students.

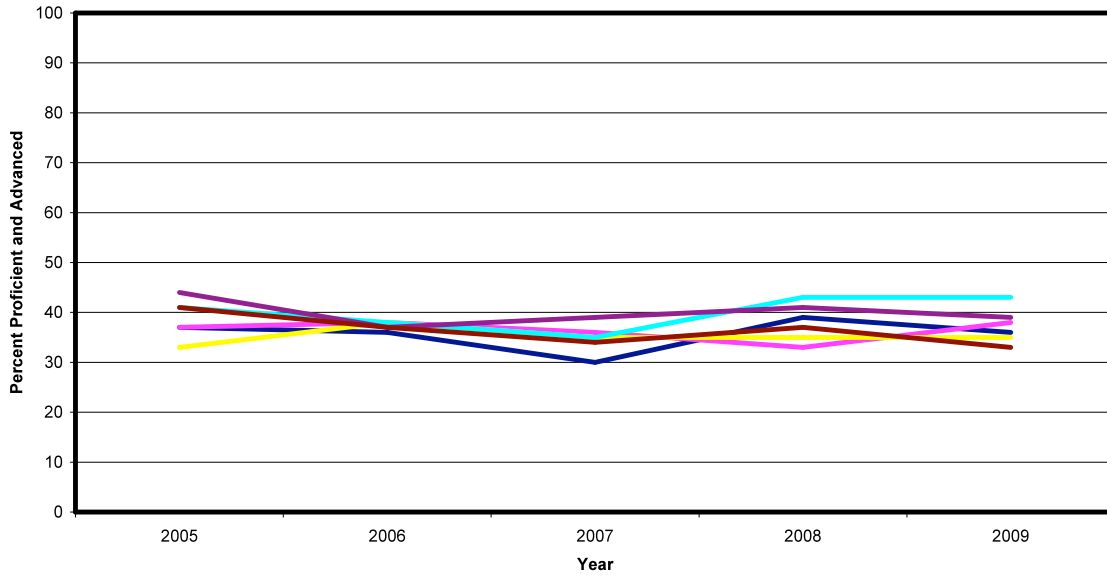
When we analyzed student performance at the **advanced** levels, we found the percentage of Caucasian students scoring at this higher level of achievement in both literacy and math had increased considerably – in fact it had doubled over the past five years, from 20 to 45% in literacy and from 20 to over 50% in mathematics. On the other hand the percent of African American students scoring at or above advanced levels barely increased and continued to remain at very low absolute levels, not topping 20% in either literacy or mathematics. As a consequence,

- The achievement gap between Caucasian and African American students in literacy at the **advanced levels** has grown from about 20 to about 35 percentile points.
- The achievement gap between Caucasian and African American students in mathematics at the **advanced levels** has grown from about 20 to about 40 percentile points.

In sum, there is an urgency to improve student performance for all students in Little Rock, especially its African American, other minority and students from lower income backgrounds. Though performance has risen particularly at the advanced levels for Caucasian students, and continued progress on that front needs to be maintained, the district must improve learning for its minority students, particularly African American students. As the following goals suggest, the target should be to get all students at least up to the proficiency levels of learning, and the future focus should be to educate increased numbers of students to the advanced levels of learning. This goal is essential because thinking, problem solving and application of knowledge (which is represented by the advanced achievement level) are keys both to success in college and today's workplace.

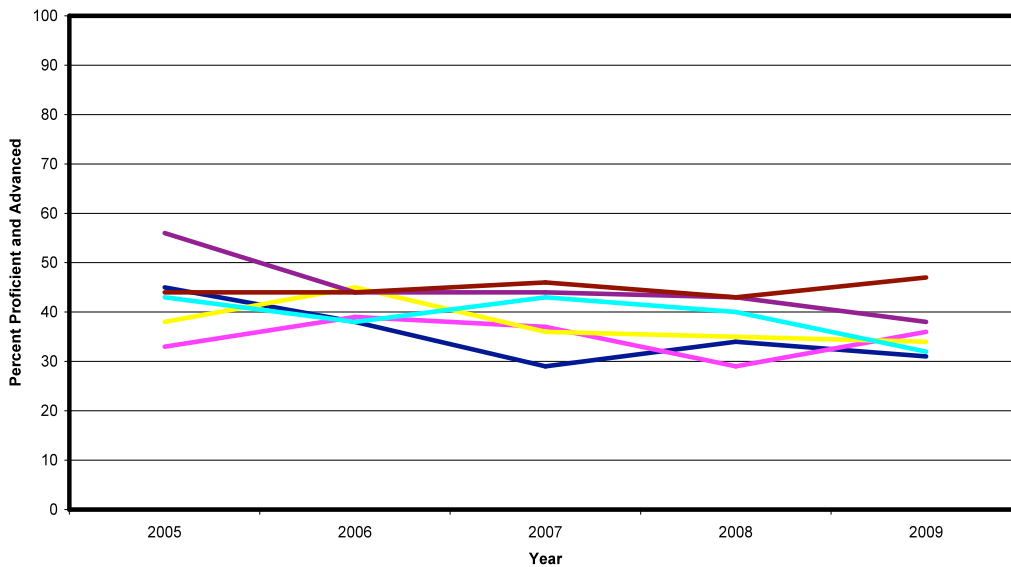
Appendix A of this plan provides a series of more detailed graphs and associated tables to describe student performance across the district between 2005 and 2009.

Figure 3:
Literacy Achievement Gap: Difference in Percent Proficient and Advanced, Caucasian and African American, Literacy by Grade and Year 2005-2009
Values Represent Percent Proficient for Caucasians Minus Percent Proficient for African Americans



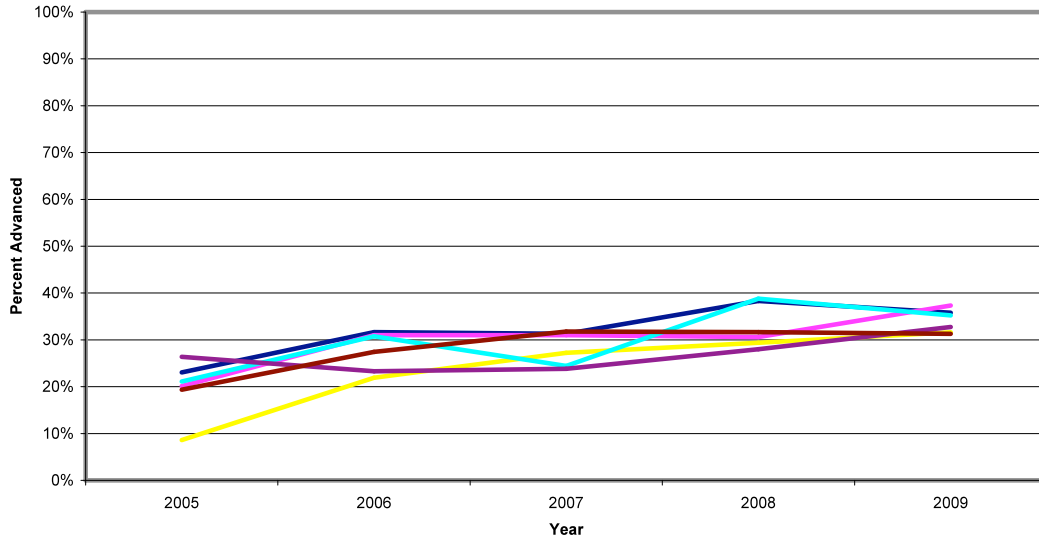
The values displayed represent the absolute size of the difference in achievement rates between African American and Caucasian students

Figure 4
Math Achievement Gap: Difference in Percent Proficient and Advanced, Caucasian and African American, Literacy by Grade and Year 2005-2009
Values Represent Percent Proficient for Caucasians Minus Percent Proficient for African Americans



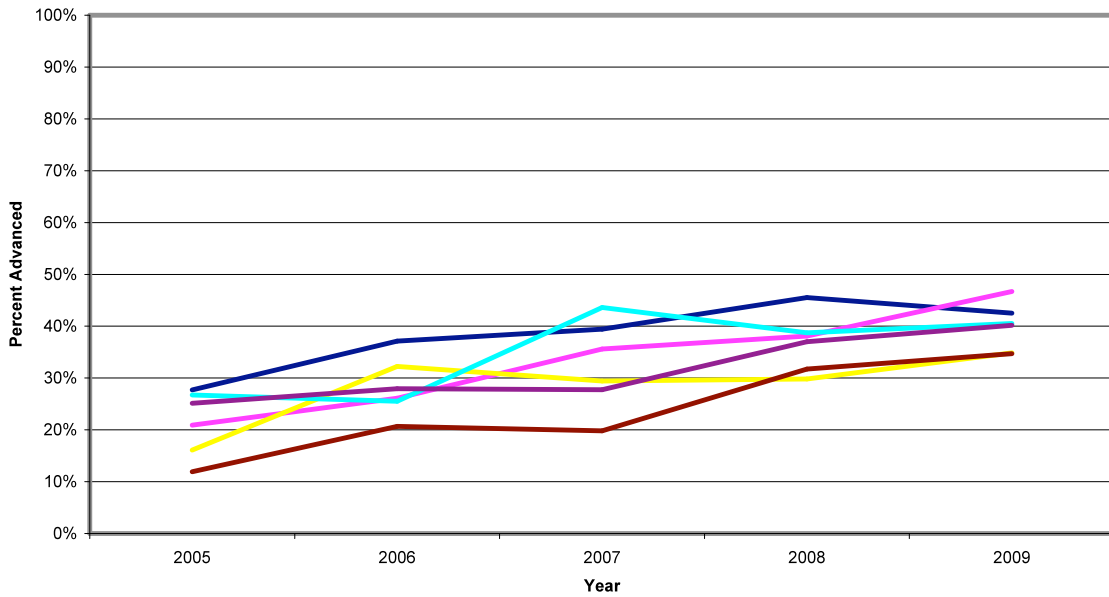
The values displayed represent the absolute size of the difference in achievement rates between African American and Caucasian students

Figure 5
Literacy Achievement Gap: Difference in Percent Advanced,
Caucasian and African American, By Grade and Year, 2005-2009
Values Represent Percent Advanced for Caucasians Minus
Percent Advanced for African Americans



The values displayed represent the absolute size of the difference in achievement rates between African American and Caucasian students

Figure 6
Math Achievement Gap: Difference in Percent Advanced,
Caucasian and African American, by Grade and Year 2005-2009
Values Represent percent Advanced for Caucasians minus
Percent Advanced for African Americans



The values displayed represent the absolute size of the difference in achievement rates between African American and Caucasian students

Based on these findings, this strategic plan offers a path that will enable the district to set and attain ambitious student performance goals – goals that include an explicit focus on dramatically improving the performance of all students, particularly African American and other minority students at all levels – goals that will close the achievement gap and ensure success for all of our children.

We have the following vision for the Little Rock Public Schools:

First, Little Rock will set high and ambitious goals for improved student achievement and for closing the achievement gaps. Attaining these goals requires a clear vision of curriculum and instruction, a professional development strategy aligned with student and teacher needs, a comprehensive, longitudinal assessment system with the data collection and analysis capacity to support that assessment, and an aligned talent -- human capital -- management system.

Second, to implement the curriculum and instruction vision the district must make the work life of teachers a central component of our work. This vision sees teachers working in collaborative groups, which some call Professional Learning Communities. In these collaborative groups, teachers would use student data as a major part of their efforts to continuously improve instructional practice. Teams of teachers will use formative assessment data, together with relevant content specific pedagogical knowledge, to collaboratively develop lesson plans for curriculum units, teach those units simultaneously, use common end of unit tests (anchor assessments) to determine how well the students learned the content in the unit, and reflect after each unit on how well they succeeded. This reflection will include comparisons of student performance across teachers to identify who produced the largest gains in learning and how they did it. This will serve to help teachers whose students did not learn sufficiently become better teachers. The result will be teams of teachers working collectively toward continuous instructional improvement. Their success in these efforts would be whether they produced high levels of student achievement for all students.

Third, Little Rock will develop a clear view of core and effective instructional practices, along with the teacher and principal competencies needed to implement those practices. Doing this will require our district to launch a strategic recruitment strategy focused on getting the teacher, principal, HR and central office talent needed to implement these core strategies and practices. By tracking the effectiveness of our recruits, we will learn which talent pipelines provide teachers and principals who accept the challenges of working in our district and who become effective educators and educational leaders as measured by improvements in student academic achievement. Over time, we anticipate these talent initiatives will lead to new sources of talent including improved university programs, and any other talent pipeline organization, such as TFA, TNTP, NLNS, NISL, that provides effective top talent, as well as the district's eschewing graduates from ineffective teacher training organizations. All of our

schools will be deeply engaged in recruiting teachers, and schools will have the final say on the selection of teachers to work at their sites. The recruitment systems and most HR transactional processes (benefits, pay, etc.) will be managed through a linked, on-line platform.

Fourth, the district will also hire reform- and performance-oriented central office leaders, Programs such as the Broad Superintendent's Academy offer an opportunity to fill district ranks with the strongest leaders either through those programs themselves, or as a result of leaders with that training having the knowledge and skills to recruit and hire the best available staff to meet our own district needs.

Fifth, Little Rock will have intensive, ongoing professional development programs for teachers. This will include several days for training each year, funds to hire trainers (whether central office professional development staff or external consultants), and site based instructional coaches totaling one FTE position for every 200 students. Schools will be organized so all teachers have multiple opportunities during the week to meet in PLCs and work collaboratively to improve curriculum and instructional practice. Principals will know how to organize school schedules to allow this to happen, and will train teachers and PLC coordinators to ensure that such collaborative work takes place and is used effectively to improve student performance at all levels and in all schools. The resulting school improvement process will provide career ladders for teachers and help the district create a pathway of instructional leaders: PLC coordinators, mentors, school wide instructional coaches, and principals.

Sixth, Little Rock will use a performance-based system to measure teaching performance that reflects effective instructional practices. It will also establish systems to measure principal practices that reflect the core competencies principals need to be effective. These measures will be used to strategically manage teacher and principal talent. We envision a system in which there will be comprehensive performance-based evaluation and development systems for both teachers and principals, a system that accurately and credibly differentiates teachers and principals based on their performance to these competencies and their effectiveness in promoting student achievement. These performance evaluation systems will be used to inform decisions about teacher and principal assignment, professional development, compensation, retention and dismissal. Non-probationary status will be something professionally earned, and include demonstration of performance to a high standard and success in producing student achievement. The district will recognize and reward high performers and remove consistently low performers, after efforts to help them improve.

Seventh, Little Rock will create new compensation structures for both teachers and principals. Under this new base pay schedule, major pay increases will be provided when teachers or principals meet a set of performance standards as measured through a performance-based system for measuring practice. We will

also establish incentives for teachers in subject areas where shortages exist, and for teachers and principals working in high need, high poverty, or low performing schools. We will establish a system of bonuses for improved student performance, awarded to teachers and principals on a school basis

Over time, more and more of our schools, particularly our high-need schools, will be staffed with effective teachers and successful principals, who produce large improvements in student academic achievement and dramatic reductions in the district's current achievement gaps. Students will be smarter and graduate on time ready for college or work in the emerging high technology economy. Parents will be proud of their children, pleased with the district and involved in supporting both their children in their learning and the district in its providing a high quality education program.

To implement this vision and meet these immediate needs of our community, the Strategic Plan identifies actions that must be taken in six important areas:

1. Student Achievement Goals
2. Strategies for Attaining the Goals
3. Funding the Strategies
4. Recruiting Talent
5. Data and Accountability
6. School District Organization and School Board Governance.

The Plan is designed to insure that every student reads proficiently by the end of the third grade, takes a rigorous course of studies in middle and high school and is prepared for college or a high wage job in the state's evolving knowledge and high skill economy. The Plan also is designed to reduce the dropout rate and increase the four-year high school graduation rate.

1. **AMBITIOUS, EYE-POPPING GOALS**

If the Little Rock School District is to implement its vision to dramatically improve student performance through a renewed focus on instruction and learning, it is essential that we establish ambitious – eye-popping – goals by grade level for both literacy and mathematics. Below we outline those goals as well as gateway goals to bolster the content and grade specific goals.

1. Increase the percent **proficient and advanced** by 5 percentile points a year, or 25 percentile points over a five year time period to:

- Grade 3: 77% in Literacy and 83% in mathematics
- Grade 4: 82% in Literacy and 83% in mathematics
- Grade 5: 79% in Literacy and 79% in mathematics
- Grade 6: 74% in Literacy and 89% in mathematics
- Grade 7: 83% in Literacy and 75% in mathematics
- Grade 8: 82% in Literacy and 66% in mathematics
- Grade 11: 73% in Literacy and 76% in Algebra 1

2. Reduce the achievement gap for **proficient and advanced** by 30 percentile points over five years, by increasing the percent of African-American students scoring proficient and advanced by 6 percentile points a year:

- Grade 3: from 44 to 74% in literacy and from 60 to 90% in mathematics
- Grade 4: from 48 to 78% in literacy and from 55 to 85% in mathematics
- Grade 5: from 46 to 76% in literacy and from 45 to 75% in mathematics
- Grade 6: from 38 to 68% in literacy and from 57 to 87% in mathematics
- Grade 7: from 40 to 70% in literacy and from 41 to 71% in mathematics
- Grade 8: from 51 to 81% in literacy and from 32 to 62% in mathematics

3. Increase the percent at the **advanced** level by 4 percentile points a year, or 20 percentile points over a five year time period to:

- Grade 3: 44% in Literacy and 44% in mathematics
- Grade 4: 43% in Literacy and 54% in mathematics
- Grade 5: 36% in Literacy and 39% in mathematics
- Grade 6: 35% in Literacy and 49% in mathematics
- Grade 7: 35% in Literacy and 42% in mathematics
- Grade 8: 35% in Literacy and 33% in mathematics

4. Reduce the achievement gap at the **advanced** levels by increasing the African-American percent advanced by 6 percentile points a year:

- Grade 3: from 16 to 52% in literacy and from 22 to 58% in mathematics
- Grade 4: from 14 to 50% in literacy and from 22 to 58% in mathematics
- Grade 5: from 9 to 45% in literacy and from 13 to 49% in mathematics
- Grade 6: from 8 to 44% in literacy and from 20 to 56% in mathematics
- Grade 7: from 8 to 44% in literacy and from 13 to 49% in mathematics

-- Grade 8: from 9 to 45% in literacy and from 6 to 42% in mathematics

5. Set a goal that there will be no students at Below Basic or just Basic in Literacy and that virtually all students perform at grade level in reading by the end of Grade 3.

6. For high school students:

- Increase the district 4 year high school graduation rate from 78.9% to 90%
- Increase the number enrolled in AP courses by 50 a year
- Increase the percentage of students enrolled in AP courses and earning a 3 or more on the end of year exam from 25% to at least 50%
- Close the gap between the percent of African American students enrolled in AP courses versus the percent of Caucasian students
- Ensure that the percent of African American students enrolled in AP course and earning a 3 or more on the end of year exam is the same as that of Caucasian students
- Increase the district's average ACT score from about 19 in 2008 by one point a year to a district average of 24
- Close the achievement gap in the ACT scores for African American Students versus Caucasian students
- Increase the number enrolling in a post secondary program (2-year or 4-year institution) right after graduating from high school.
- Increase the number of high school graduates who access scholarships, particularly those provided through the state's Lottery Program

7. Create innovative programs (e.g., single sex schools, KIPP schools) to bolster the performance of African American boys.

All of the these district goals must be transformed by the district into specific targets for each elementary, middle and high school in a way that ensures the district goals will be met if each school meets its individual student achievement goals. This means the largest gains need to be produced by those schools that currently have the lowest performance. Achieving the goals implies reallocation of resources to focus the talent and funds available in our district toward the low performing schools. Doing so will ensure we meet these challenging, eye-popping goals.

2. RESEARCH PROVEN STRATEGIES FOR ATTAINING OUR GOALS

To reach our goals, Little Rock School District needs ambitious instructional improvement strategies. Some of those strategies are already in place while others need to be developed or modified. All of the strategies described below are needed to produce the vision of instructional improvement described at the beginning of this report.

Our goal is to educate more Little Rock students to advanced levels of achievement so they not only know content but can use it to solve problems, analyze issues and address challenges that exist in the real world. The goal is to produce this level of learning for all students, including students from low income families, African American and Hispanic students, students with learning disabilities as well as students for whom English is not the home language. Teachers and principals need to understand how the students in their school are performing if they are to fully understand the performance challenges each school faces. Student performance data for the district and for each school will be developed and made available for analysis by all teachers and principals. Training on how to engage in analysis of state and other student performance data and indicators will be provided to staff at every school. Teachers, instructional coaches and principals will work together collaboratively to deeply and critically assess state test results along with findings from other assessment activities. The instructional improvement strategies the district will focus on over the next five years are:

- a) Annual and five year improvement goals will be established for each school. Personnel at each school will be expected to understand those goals and develop (with district support) specific strategies to attain them. Only through this process will the district be able to meet the district wide goals established in this plan.
- b) The consultants who worked with the Strategic Planning Commission in the development of this plan had little confidence that the district's "balanced approach" to reading and "mini lesson" approach to teaching reading would be successful. They stated that there is little research evidence to support this approach or that it is successful in helping students make dramatic gains in literacy achievement. In addition to the lack of substantive research to support the "mini lesson" approach, our consultants identified alternative strategies that have been used by other school districts to boost student learning in literacy. These strategies include:
 - a. Adopting a new curriculum program
 - b. Providing more whole class, teacher directed instruction
 - c. Developing a more systemic approach to reading across the district for all schools and each classroom.

On the other hand, the district's curriculum department believes the current reading program is solid and would work if it were fully and faithfully implemented; producing faithful implementation is clearly a leadership function.

Given these different perspectives, the district will have a neutral, expert body -- the Council of Great City Schools -- audit by the end of this school year the current literacy program to determine why the program is not producing greater gains in student learning, and either identify gaps in the program that can be addressed, or recommend that the district adopt a new reading program. The district commits to fully implementing the recommendations of this reading program audit.

Any sound literacy program should have a strong emphasis on phonemic awareness for grades K-1, and phonics in grades 1-3. In grades 4-12 we will implement a systematic approach to reading comprehension in the content areas, and to writing across the curriculum particularly in secondary schools.

The district also will identify critical elements of the mathematics program, beyond teachers' simply learning more content, that produce student performance gains in math. The current program has not been producing performance at the advanced levels for African American students. So, the district will focus on the degree to which the current math program, and aligned professional development, stresses and helps teachers acquire the skills to scaffold problem solving strategies for students to enable them to move from learning just math facts and procedures, to using math concepts to solve problems, particularly unique and authentic problems.

The district will create a strategy to ensure that appropriate thinking, problem solving, application and authentic use of content is systemically embedded into the ongoing curriculum for every core subject. This will be implemented as new tests come on line in these subject areas.

The district will develop more teacher-directed, whole class oriented instructional practice to replace the current mini-lesson and workshop approaches. The mini-lesson and workshop approach to instruction is best used as a supplement to more whole class instructional practice. Our intent is to develop a district wide approach to good pedagogy, one that speaks less to the structure of teaching -- such as mini lessons -- and more to the actual elements of instructional practice itself.

- c) The district will develop a comprehensive but more parsimonious battery of student assessments. Currently, the district has too many tests and it needs a streamlined testing system that serves multiple purposes and is focused on strengthening instruction. We will streamline the current student assessment battery and develop a strategic mix of diagnostic, formative, benchmark (SOAR) and summative (state) assessments with the view that more assessments are not necessarily better.
- d) Little Rock will require every principal to design the school's schedule so that the appropriate groups of teachers (grade level in elementary schools and content

teachers in secondary schools), called Professional Learning Communities (PLCs), can meet at least 3-4 times every week for an hour for collaborative work on the curriculum and instructional program. This might require some reallocation of funding across schools, but the problem now is the lack of appropriate scheduling rather than shortage of resources.

- e) The district will enhance and focus its ongoing professional development. Currently, teachers appear to have 10 pupil free days for professional development, but not days all are used in systemic ways that lead to changed instructional practice that produces more student learning and a closing of the achievement gaps.

To achieve this, the district will organize professional development so most professional development days are part of a district-wide, systemic approach for which the district provides most of the guidance on how each of the ten days is used.

For the next several years, the substantive focus of professional development will be:

- Teaching reading (from phonemic awareness to comprehension in elementary schools)
- Reading in content areas
- Writing, and writing across the curriculum
- Mathematics with a focus on problem solving
- Science, with a focus on conducting scientific experiments

We will expand our professional development efforts to include teacher training in:

- How to use formative assessments to refine instructional strategies and lessons *before* they are taught, and
- How to analyze the student performance results of common end of curriculum unit assessments – called “anchor” assessments in Little Rock – across classrooms.

The district will continue to train and place literacy, math and other content area instructional coaches in schools so they can:

- Model effective lessons for teachers
- Work with teachers in Professional Learning Communities (PLC) to analyze student data
- Help teachers craft curriculum units and lesson plans based on the results of their own analyses of formative assessment data, combined with pedagogical content knowledge and the content standards to be taught.

The district will enhance principal training to help all principals develop expertise as human capital managers. They will develop skills to help:

- Design school schedules to enable PLCs to meet for at least one hour, three to four times each week
 - Create Professional Learning Communities
 - Train PLC leaders
 - Create multiple instructional leadership positions for teachers
 - Develop skills to match the school's budget to its core education improvement strategies.
- f) Beginning with the 2010-11 school year, there will be fewer rather than more interventions and the interventions in place will be more effective and focused on successfully boosting the learning of struggling students to acceptable levels. Over the past several years, the quantity of and number of different interventions for students who are not at grade level have expended dramatically. As part of our reform effort, the district will *simplify and reduce* the number of interventions. Instead of more interventions, our focus will be on more effective regular instruction followed by a more parsimonious and strategic set of interventions. The first step in these interventions will be small group tutoring (groups of 1, 3 and no more than 5 students with a certified teacher during any tutoring session) in at least grades 1-7. As appropriate, we will continue to offer some double periods in middle and high schools to enable students who are not succeeding in the core subject areas more time to master the material. The next step will rely on extended day and summer programs. A limited set of additional interventions such as READ 180 may be needed for some students.

3. ADEQUATE AND EFFECTIVE FUNDING

Our district has adequate fiscal resources to meet our goals. State funding, combined with our own local tax effort, combined with targeted Federal resources for special education and Title I, provide enough money to deploy all the strategies identified as essential to our students' success.

The state school finance formula is designed to provide Little Rock with funding for the following resources:

- Class sizes of 20 for kindergarten, 23 for grades 1-3 and 25 for grades 4-12 teachers (grade level elementary teachers, and teachers of mathematics, science, history/social studies, English/language arts, and world language in secondary schools).
- An additional teacher allocation of 20 percent of core teachers for elective classes at elementary, middle and high schools (art, music, physical education, health, career technical, etc.).
- Special education teachers at the rate of one FTE position for every 172 students.
- Instructional coaches at the rate of one FTE position for every 200 students.
- Appropriate librarian, guidance counselor and pupil support staff.
- Funds for instructional materials equaling \$166.50 per student, and funds for technology equaling \$205 per student, as well as an additional \$163.80 for extra duty funds, substitutes and supervisory aides to ensure that teachers do not need to cover hall, bus, lunch or playground duties.
- A total of \$1,275.50 per student for maintenance and operations, central office functions and transportation.

In addition to state funding and the required 25 mills for the state school finance formula, the district levies an additional local operating tax rate of 7 mills that raises approximately an additional \$21.5 million¹ that can be used to implement this plan.²

Appendix B of this document provides two summary tables that compare the current allocation of staff resources at each school with the Evidence-Based model of resource

¹ Assumes a collection rate of 96%

² The district also levies 12.4 mills for debt service and an additional 2 mills for a separate operating fund. The total millage rate for the district is 46.4 mills (25 mills required by the state uniform rate, 7 mills for additional operating funds, 12.4 for debt service and the 2 mills for the separate operating fund.

allocation as funded by the State of Arkansas. For schools at each level (Table B.1) and for all schools in the district (Table B.2), the appendix displays the difference between the number of staff employed in certain staff categories with the number of staff funded in those categories. Because Little Rock has its additional operating levy of 7 mills above the 25 mills required by the state school finance formula, it is not surprising to find that in all categories except for core teachers in the elementary schools, the district funds more positions than are identified in the state funding model. Although this conclusion varies considerably by school – suggesting the need for a more straightforward and transparent personnel assignment system – it is clear that the district has more employees overall than are funded through the state’s adequacy model thus providing it more than ample people resources to implement all the strategies identified in this document.

In addition, and as part of the district’s efforts to improve learning and more closely match staffing resources with the above instructional improvement strategies, we will modify and re-organize our budget and accounting practices to enable transparent and efficient resource allocation and strategic planning for resource use. This includes the following:

- Developing a transparent and clearly articulated budget process
- Establishing a budget calendar so all parties from school staff to the Board of Education know what decisions need to be made and when those decisions must be finalized
- Providing a clear set of easily understandable resource allocation guidelines so schools are aware of how resources (i.e. teachers, instructional material funds, etc.) are allocated to the schools so they can plan year-to-year instructional strategies
- Implementing an accounting system that enables principals to know what dollar resources are available to them at any time, and that enables district leadership to make strategic decisions about how to allocate resources to ensure all schools have the staff and support needed to implement learning focused programs

4. RECRUITMENT AND RETENTION OF HIGH QUALITY STAFF

No urban district in the country can implement a smart and strategic education improvement strategy without talented teachers, principals and central office staff. Nearly all districts that have been successful in moving the student achievement needle by large amounts, and that have reduced the achievement gap in the process, have expanded their talent pool, hiring individuals from beyond the local market for educators, and at the same time have appropriately enhanced the diversity of their teachers and principals.

Little Rock will take similar steps. Nearly all staff in the Little Rock school district have been trained in a small number of local colleges and universities, and nearly all staff in the central office have risen up the ranks in Little Rock, from teacher to administrator to central office leader. This is good. But, there also is top talent for teachers, principals and central staff across the country that a strategic Little Rock will begin to tap. By expanding its talent recruitment pool, the district will have more opportunities to hire highly talented teachers, principals and central office leaders. The notion is to similar to the University of Arkansas' recruiting top football players from other states.

To ensure that the district can actually recruit and select top teacher and principal talent, the District will move up the school budget and teacher and principal hiring calendar to begin the process in late winter (February and March), rather than the summer when most top recruits already have accepted job offers elsewhere.

For teachers, Little Rock will recruit graduates from the top universities in the country, including individuals with strong majors in mathematics, science, statistics, technology, and possibly a second language, by partnering with such national talent recruiting organizations as Teach For America (TFA) and The New Teacher Project (TNTP). The district also will investigate the viability of partnering with the Troops to Teachers program, and other national teacher recruitment organizations.

For principals, Little Rock will begin to recruit nationally for effective principals by partnering with such national organizations as New Leaders for New Schools (NLNS) and the National Institute for School Leaders (NISL).

For central office leaders, Little Rock will partner with the Broad Foundation, for individuals on a track to become superintendents (graduates of the Broad Academy), on track to become Chief Academic Officers, and/or on track to lead the HR office (Broad Residents).

As Little Rock reaches beyond its local community to enhance its principal, teacher and central office leadership talent pool, the District also will partner more strategically with local colleges and universities so they train teachers and administrators in the knowledge and skills needed to be successful in Little Rock schools and effective in educating Little Rock students.

The object is not to recruit all new teachers, principals and central office staff from these new talent pipeline organizations, but a significant number so as to enhance the overall talent pool of the district, enriching it with top expertise from all across the country. The goal will be to place an effective teacher in every classroom and an effective principal in every school, particularly schools with high concentrations of children from low income and minority backgrounds, while maintaining the District's diversity goals for teachers and administrative staff. Each year, the district will set specific goals for the numbers of individuals sought from these new talent pipelines, in the context of the District's overall goals for staff diversity.

5. DATA AND ACCOUNTABILITY

In order to help guide the district on the implementation and impact of these strategies and to provide appropriate incentives and consequences to reinforce the district's strategic directions and goals, Little Rock needs a streamlined data and accountability system.

First, the district will create a data base that links students, teachers and schools. Student data will include performance on formative, anchor, end-of-course, SOAR and state assessments, along with appropriate demographic data. Teacher data will include where the teacher was trained as well as information on certification, and courses taught over time. Principal data will include where they were trained, and what schools they have worked in prior to the current assignment. As appropriate, these data will be made available in an interactive useable format to teachers and principals so it can be used for analytic and instructional improvement purposes. To the degree possible, the district will draw on the state's TRIAD data system in developing this longitudinal data system for the district, and allow the district to construct student growth profiles on an individual student, classroom or school basis.

Second, this data system will be the structure within which all district initiatives will be evaluated, tagging students, classrooms, schools, principals, programs, etc. so that appropriate variables can be used in value-added analyses for ongoing evaluations and assessment of program, school, teacher and classroom effects on student learning gains.

Third, Little Rock will modify its approach to teacher evaluation to ensure that all teachers are evaluated on a periodic basis, analyze the degree to which the district's modified Danielson Framework approach to evaluation is appropriate (and actually used), and then require all teachers to be evaluated at least once every three years with this performance-based instrument. The district also will analyze the outcomes from the use of this evaluation instrument to determine whether it provides reliable evaluations across teachers and assessors. It will also seek to understand the extent to which the teacher evaluation score is a statistically significant variable when entered into a value added analysis for student outcomes. If it is not, the district will seek to find an evaluation instrument that is valid under that requirement. This is critical to improved student performance because it will show whether teachers with higher scores, as a group, produce more student learning gains.

In implementing this new approach to teacher evaluation, Little Rock will investigate whether using new tools being developed by the Gates Foundation [e.g., videos of classroom teaching to replace "live" observations, tests of pedagogical content knowledge, examples of student work, student perceptions of the learning environment, evidence of impact on student learning, and other tools that exist to measure teaching practice and effectiveness (see Milanowski, Heneman & Kimball, 2009)] can enhance the efficiency of such a robust approach to evaluating teachers.

Fourth, to provide incentives for teachers to acquire the kinds of instructional skills that work – lead to gains in student achievement – the district will begin reviewing how the teacher salary schedule could be transformed. Most education leaders now agree that the current teacher salary schedule, while fair and predictable, is not strategic because the elements that trigger base pay increases – education degrees and units, and years of experience – are not strongly linked to student learning gains. Thus new salary schedules are being designed to trigger base pay increases on factors that are linked to student learning gains. Further, Little Rock will distinguish between BASE pay (the salary schedule that provides the monthly check) and BONUS pay (which provides an annual bonus when student performance improvement targets are met).

The salary schedule displayed below is an example of a schedule that strongly links base pay and base pay increases to instructional assets, expertise, and practice as measured by the performance-based teacher evaluation system described above, to measure teaching practice and performance. The schedule, as indicated below, could be augmented by several additional incentives, including bonuses linked to student learning gains

Key features of the type of new schedule Little Rock will adopt are that it:

- Uses a measure of teaching practice/performance/effectiveness to trigger the major pay increases and thus its key signal or message to teachers is improve instructional practice/performance/effectiveness
- Provides the largest base pay increases for better instructional practice
- Limits pay (to the top step in any performance category) if instructional performance does not improve to the next highest level
- Can include “lanes” or “columns” for degrees but the example includes only three lanes: BA, MA, and MA + 30-60 or a doctorate. Pay hikes for degrees would be restricted to degrees directly related to a teacher’s licensure areas and would exclude a degree in educational administration.
- Can be used for all teachers and be augmented with incentives for:
 - Subject shortage areas --5, 10 , 15 %
 - High need schools --5, 10 , 15 %
 - National Board Certification --5, 10 , 15 %
- Can be further augmented with bonuses for improved student performance – school wide or individual.

A Knowledge-and Skills-Based Pay Plan

	Step Within Level	BA	MA	MA 60/ Doctorate
Entry	1	\$40,000	\$41,600	\$43,264
	2	\$40,600	\$42,224	\$43,913
	3	\$41,209	\$42,857	\$44,572
Emerging Professional	1	\$45,330	\$47,143	\$49,029
	2	\$46,010	\$47,850	\$49,764
	3	\$46,700	\$48,568	\$50,511
	4	\$47,400	\$49,297	\$51,268
	5	\$48,112	\$50,036	\$52,037
	6	\$48,833	\$50,787	\$52,818
Professional	1	\$53,716	\$55,865	\$58,100
	2	\$54,522	\$56,703	\$58,971
	3	\$55,340	\$57,554	\$59,856
	4	\$56,170	\$58,417	\$60,754
	5	\$57,013	\$59,293	\$61,665
	6	\$57,868	\$60,183	\$62,590
Master	1	\$63,655	\$66,201	\$68,849
	2	\$64,610	\$67,194	\$69,882
	3	\$65,579	\$68,202	\$70,930
	4	\$66,562	\$69,225	\$71,994
	5	\$67,561	\$70,263	\$73,074
	6	\$68,574	\$71,317	\$74,170

Percent Increase for Step	1.5%
Percent Increase for Skill Level	10.0%
MA, MA60/Doctorate	4.0%
National Board Certification	10.0%
Incentives for math and science and Subject shortage areas	10-15% more

On top: either or both individual and group bonuses for improving student performance.

The numbers and percentages in the salary schedule displayed above are for illustrative purposes only. However, to strengthen Little Rock's opportunities to recruit top teacher talent, the district will set a goal to increase starting pay for teachers to \$40,000.

Similar new pay structures will be developed for principals as well. Further, school wide bonuses for improved student learning will constitute a larger part of principal compensation, as the prime objective for any principal and any school is improved

student learning to or above the specific goals set by the district, an accomplishment that also will become a key element of principal evaluation.

Finally, the district will conduct a market analysis of salary levels for teachers, administrators and support staff in order to understand the relationship of current district salary levels to benchmarks in the appropriate labor market for similar jobs. This analysis will also assess the amount and level of additional stipends paid teachers and administrators for “extra” duties.

6. PERFORMANCE DRIVEN AND REFORM-ORIENTED LEADERSHIP

This strategic plan, with its powerful focus on dramatically increasing student performance and closing the achievement gap, puts the Little Rock school system on a path toward major change. All community and school district stakeholders will be carefully watching the elected leadership of the school system to measure its collective commitment to the bold changes outlined in this plan. In order to send a clear message that the school board understands the need for fundamental change throughout the school district, the board must itself become a prime example of change that leads to improvement.

Urban school districts that are dramatically improving student performance are making sure that both the organizational and governance structures of the district are efficient and effective.

With regard to the organizational structure of the district, the school board must use its appropriate management oversight role to ensure that the key central office personnel with major responsibility for improving teaching and learning are not only stellar appointments, but also that they are working as a team in a way that is devoid of the typical silos found in many urban districts. These important areas of responsibility include curriculum and instruction; data, assessment and accountability; professional development; and human resources. Too many urban districts have failed to pay attention to these critical units of personnel and how they function. Consultant interviews with respondents from different backgrounds and perspectives revealed a unanimous appraisal that central office talent lags behind teacher and principal talent in Little Rock. In order to make sure that the goals of this plan are realized, the school board and superintendent must make sure that this new type of central office talent is on board and working effectively as a team.

With regard to the governance structure of the district, the school board must move from being a typical urban school board to a reform-minded one that is committed to emerging as the collective leader of change and not the defender of the status-quo. Effective governance begins with the understanding that a properly functioning urban school board is an absolute prerequisite for the LRSD to achieve its goals relating to student performance. This type of fundamental change will demonstrate once and for all the board's commitment to both equity and equality of opportunity for all students. In order to become this new type of school board that supports reform, the board must make sure that it has the following critical benchmarks in place with regard to its own operations:

- A clear statement of the board's core beliefs and commitments to guide all board actions;
- A comprehensive theory of action for change to provide direction for district redesign and the development of any new reform policies;

- An effective and less time-consuming board meeting structure that focuses on student learning;
- A plan of action for board workshops and committees;
- An effective constituent services system that eliminates board micromanagement;
- An effective management oversight system that draws a clear line of demarcation between the board's governance responsibility and the superintendent's authority as CEO;
- A data dashboard for board and community oversight of key district performance data; and
- An effective communications plan for supporting this new strategic direction for the district.

In addition to the actions described above, a reform-minded school board must take special care in meeting its fundamental responsibility of evaluating the superintendent of schools. That process begins with the board clearly articulating performance expectations for management by designing a superintendent evaluation process that places a high priority on measurable gains in student learning. The board must also make sure that the organization of the school district is consistent with the best management practices used in high-performing urban districts. In addition, the board must ensure that accountability and evaluation measures are in place and effectively implemented for all employees throughout the school system.

Finally, this new reform-minded school board must commit to receiving the ongoing training that will ensure its effectiveness, thus setting the stage for a full restoration of public confidence in the schools of this community by realizing the ambitious goals set forth in this strategic plan.

APPENDIX A

SUMMARY OF STUDENT PERFORMANCE: 2005-2009

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Figure A.1
Literacy Performance: All Students, Percent Proficient And Advanced by Grade 2005 to 2009

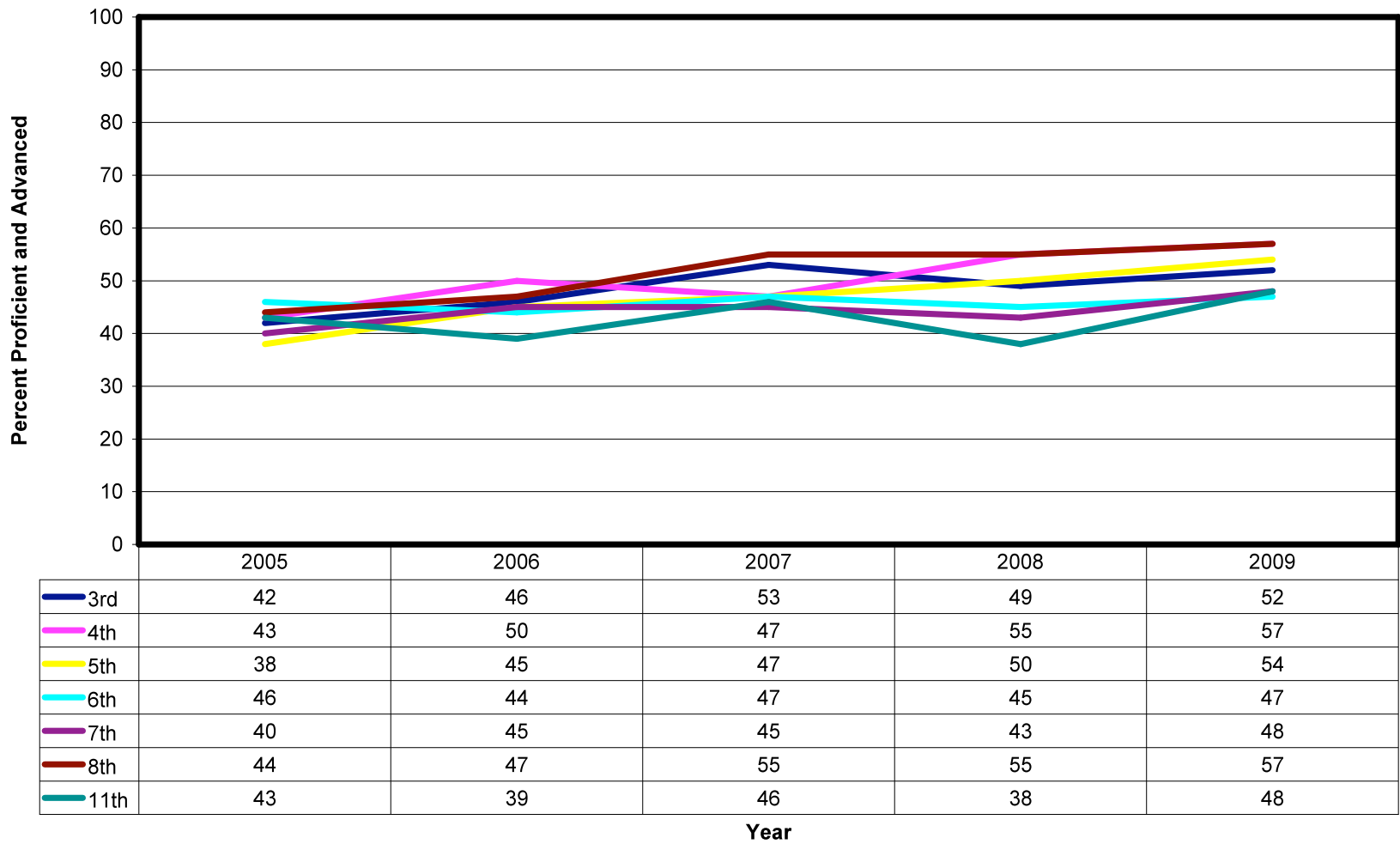


Figure A.2
Literacy Performance: All Students, Percent Advanced By Grade, 2005-2009

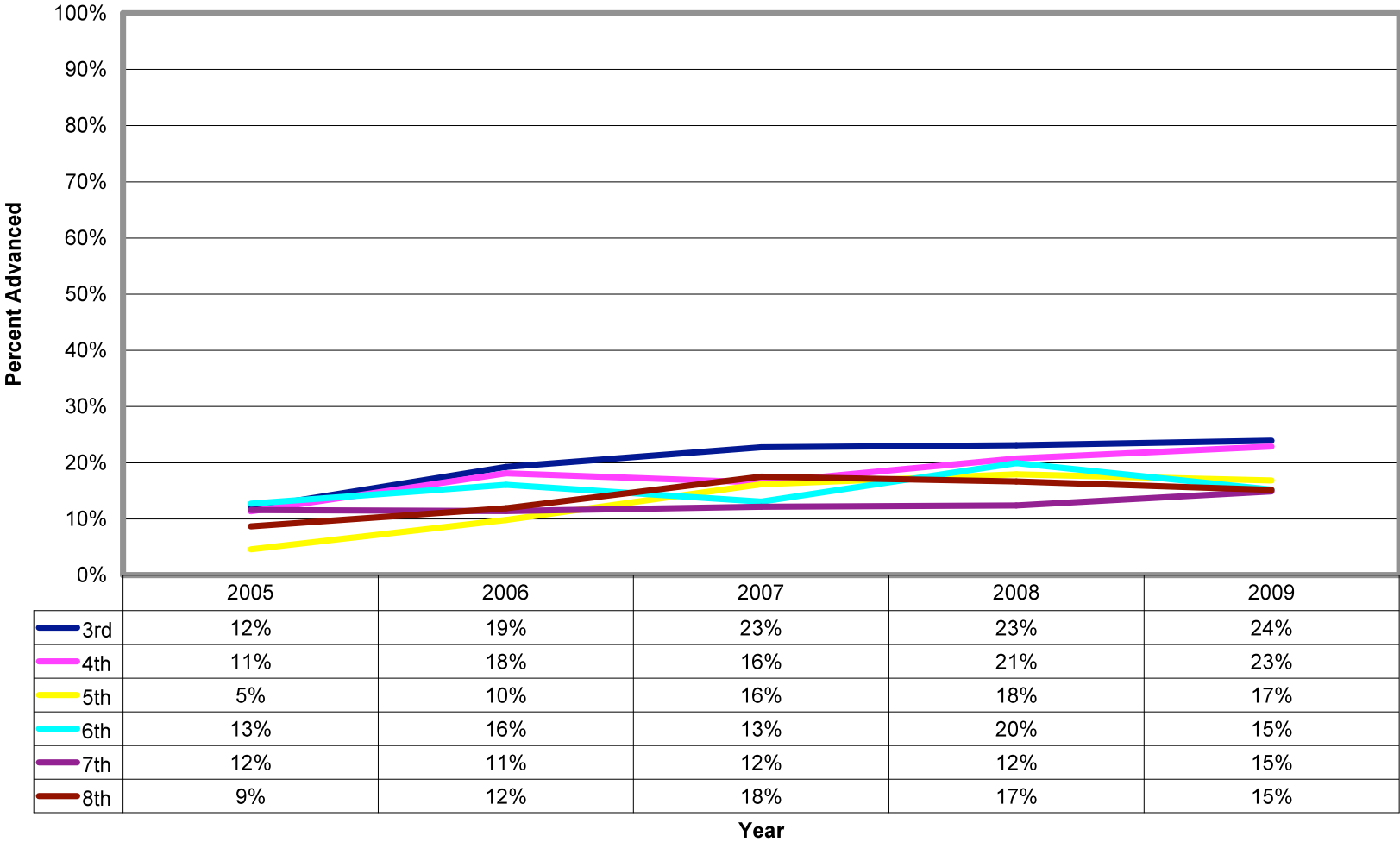


Figure A.3
Literacy Performance:
African American Students Percent Proficient and Advanced by Grade, 2005-2009

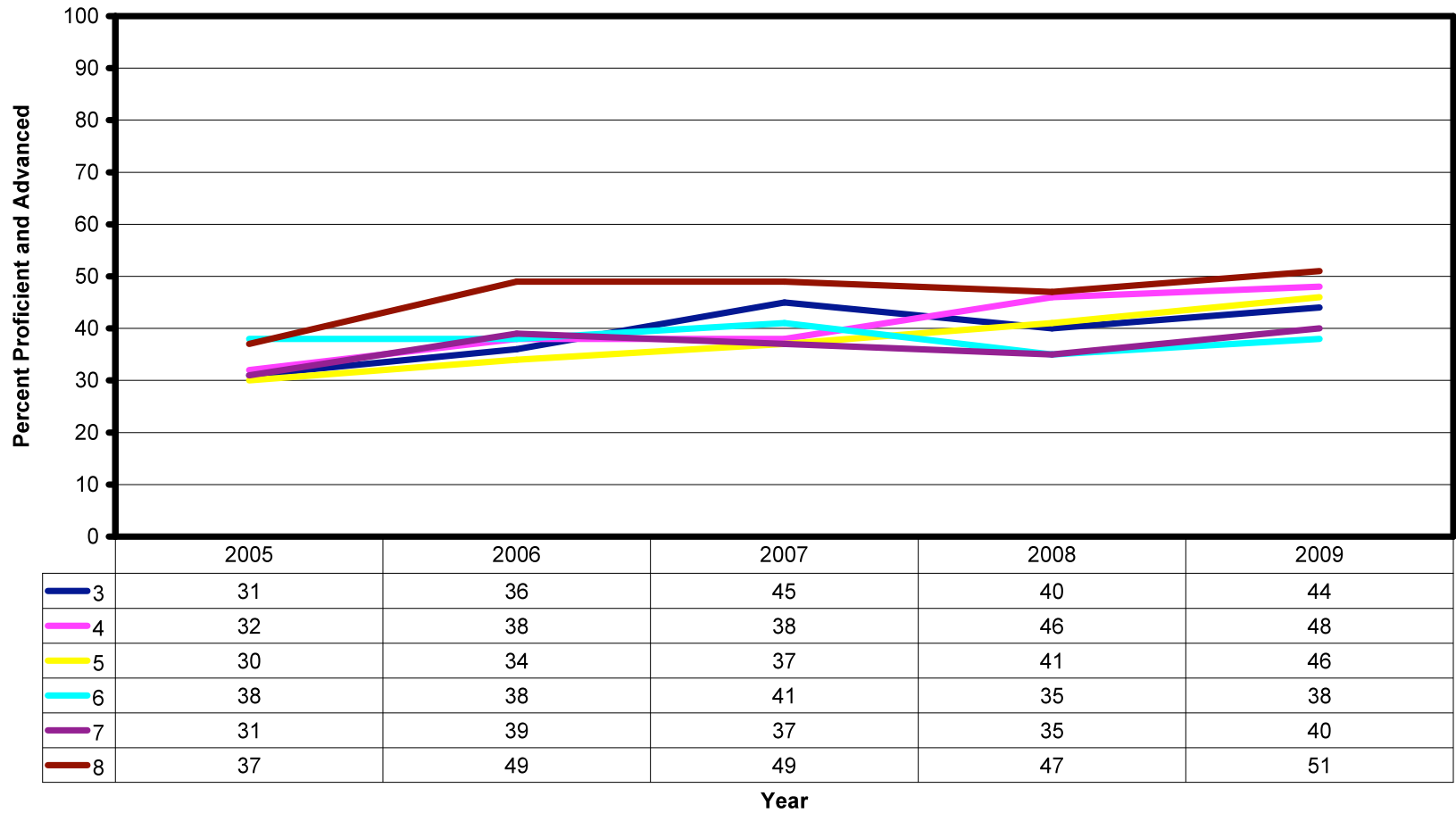
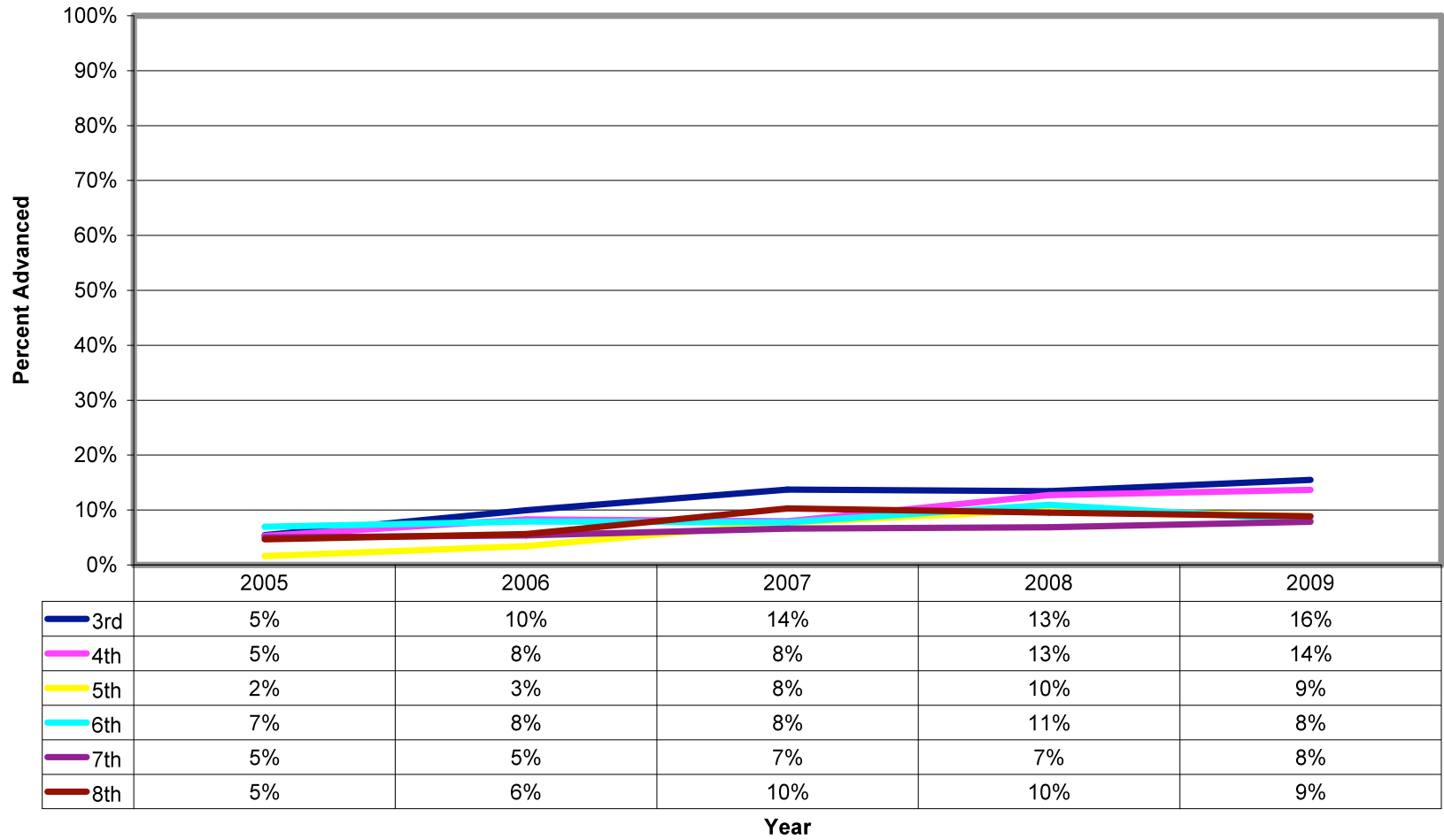


Figure A.4
Literacy Performance: African American Students, Percent Advanced, 2005-2009



**Figure A.5
Literacy Performance:
Caucasian Students Proficient and Advanced by Year 2005-2009**

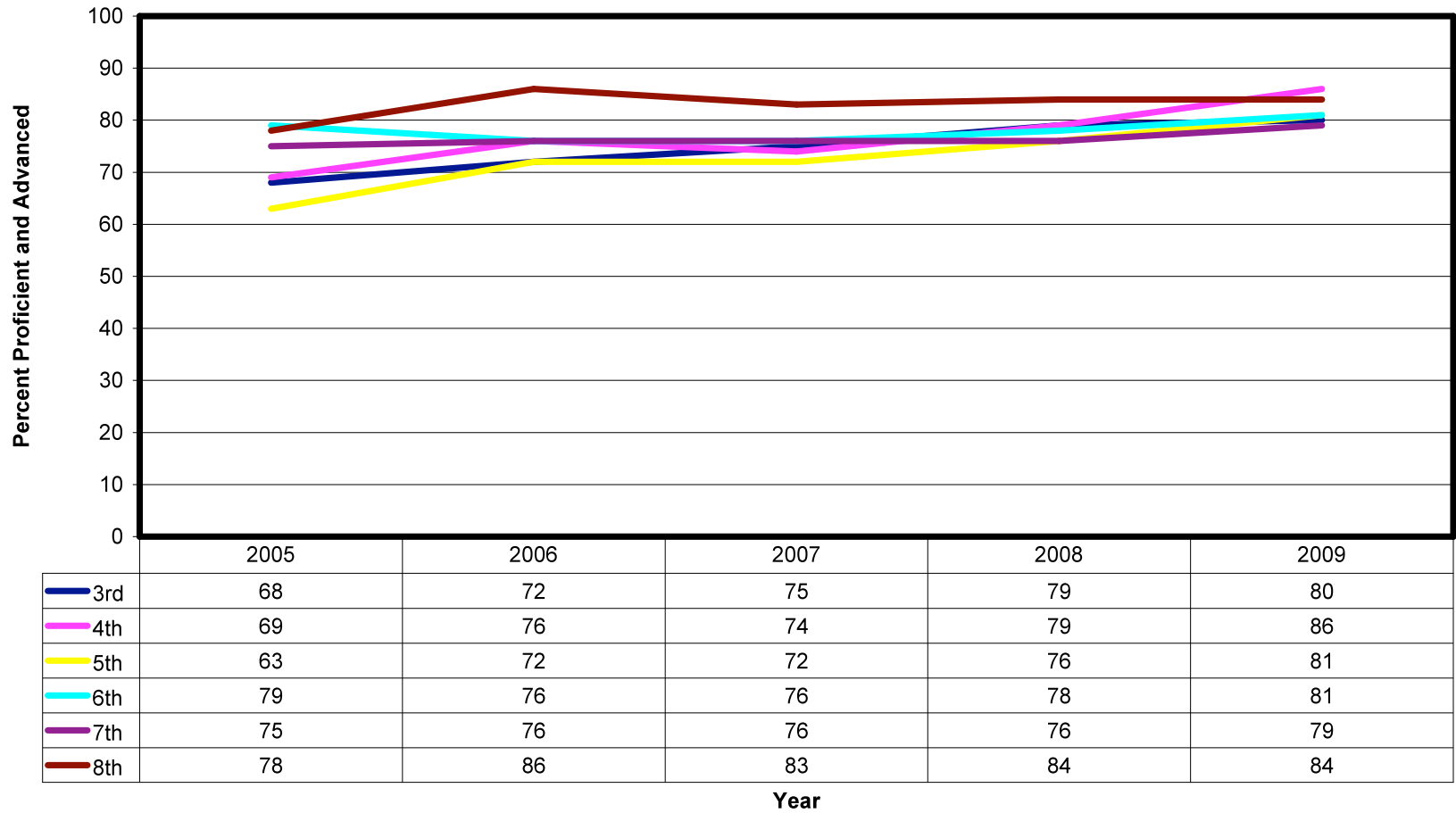


Figure A.6
Literacy Performance: Caucasian Percent Advanced, 2005-2009

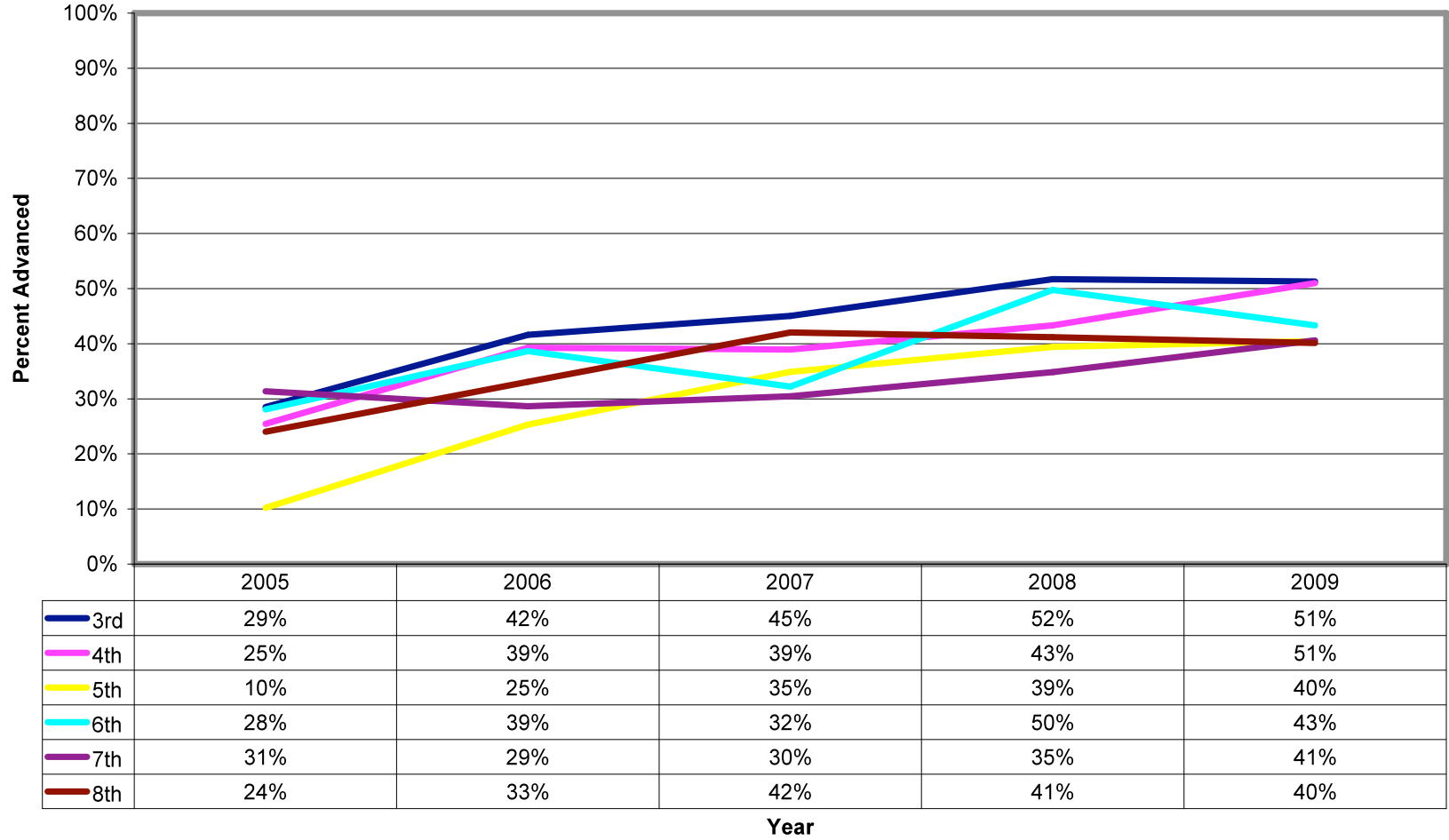


Figure A.7
Literacy Performance:
Free and Reduced Price Lunch Percent Proficient and Advanced by Year, 2005-2009

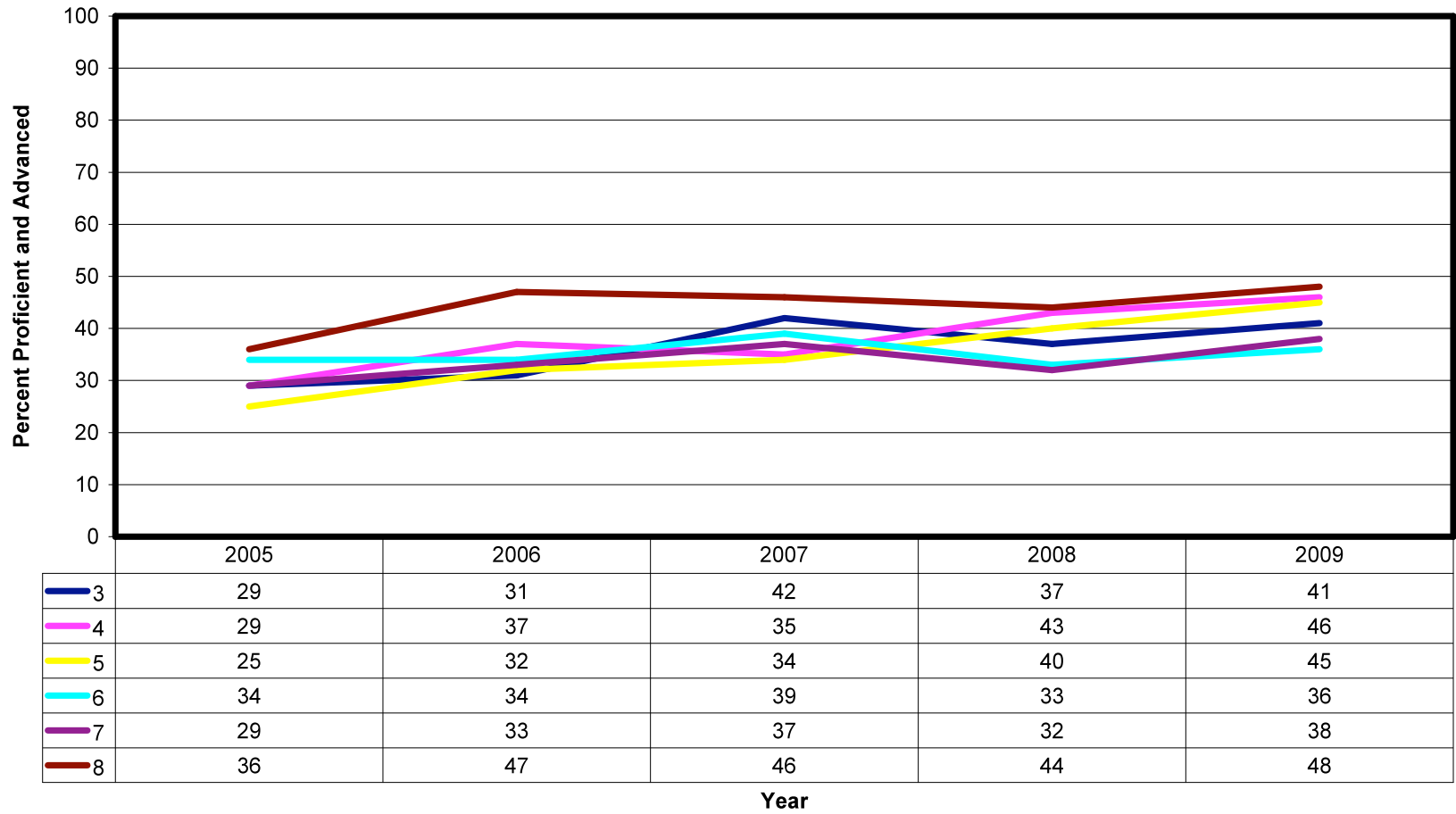


Figure A.8
Literacy Achievement Gap: Difference in Percent Proficient and Advanced,
Caucasian and African American, Literacy by Grade and Year 2005-2009
Values Represent Percent Proficient for Caucasians Minus
Percent Proficient for African Americans

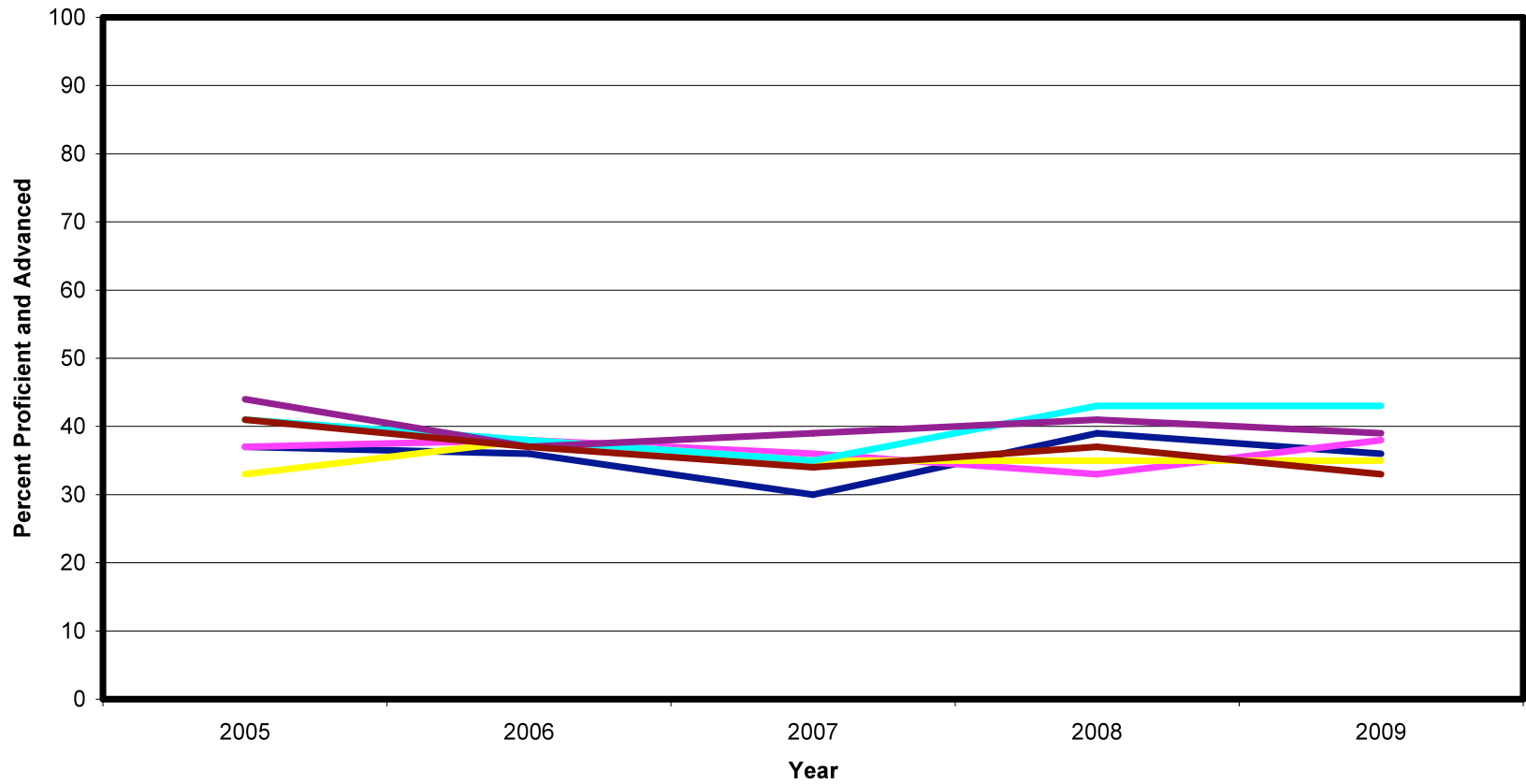


Figure A.9
Literacy Achievement Gap: Difference in Percent Advanced,
Caucasian and African American, By Grade and Year, 2005-2009
Values Represent Percent Advanced for Caucasians Minus
Percent Advanced for African Americans

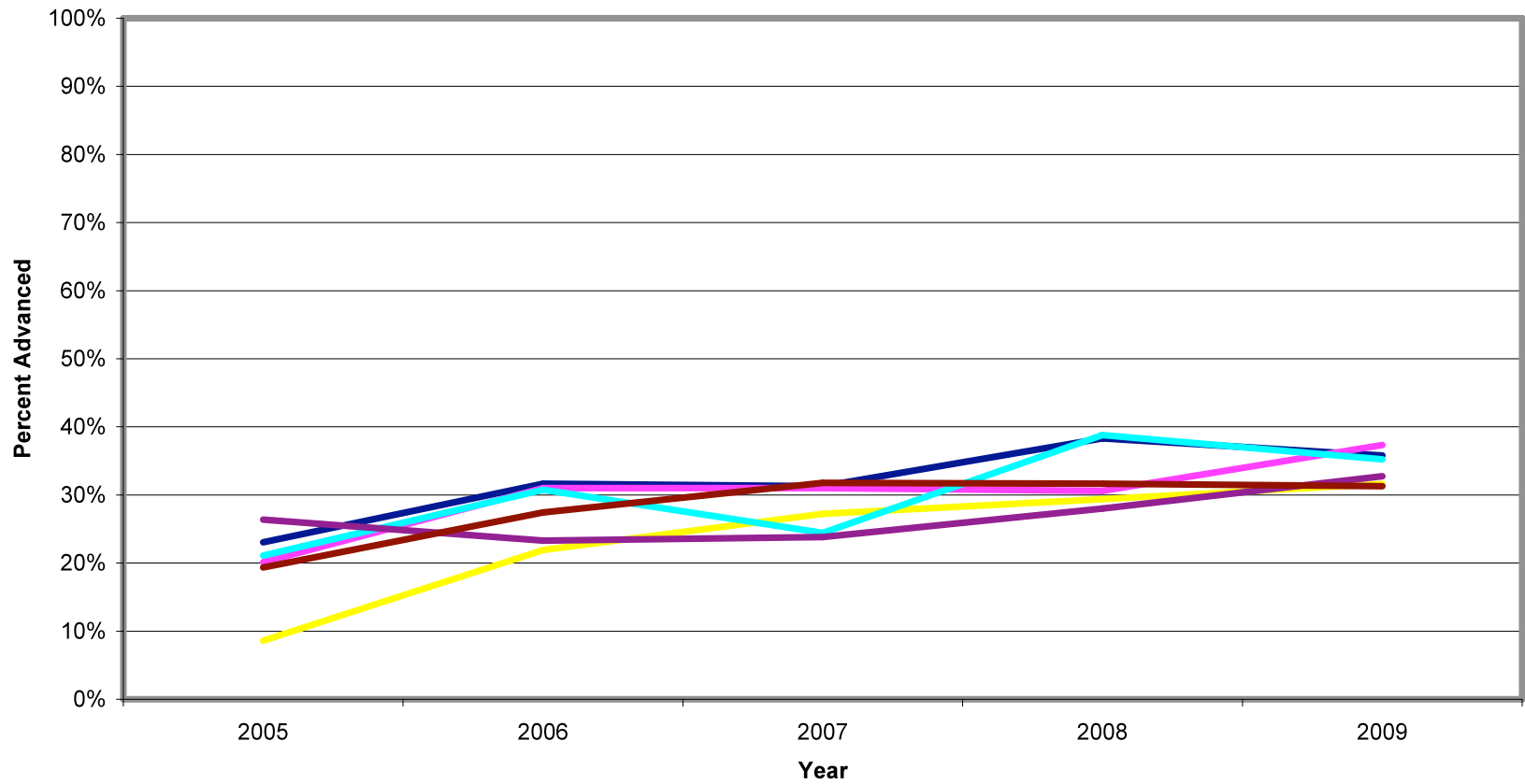


Figure A.10
Math Performance: All Students Proficient and Advanced 2005-2009

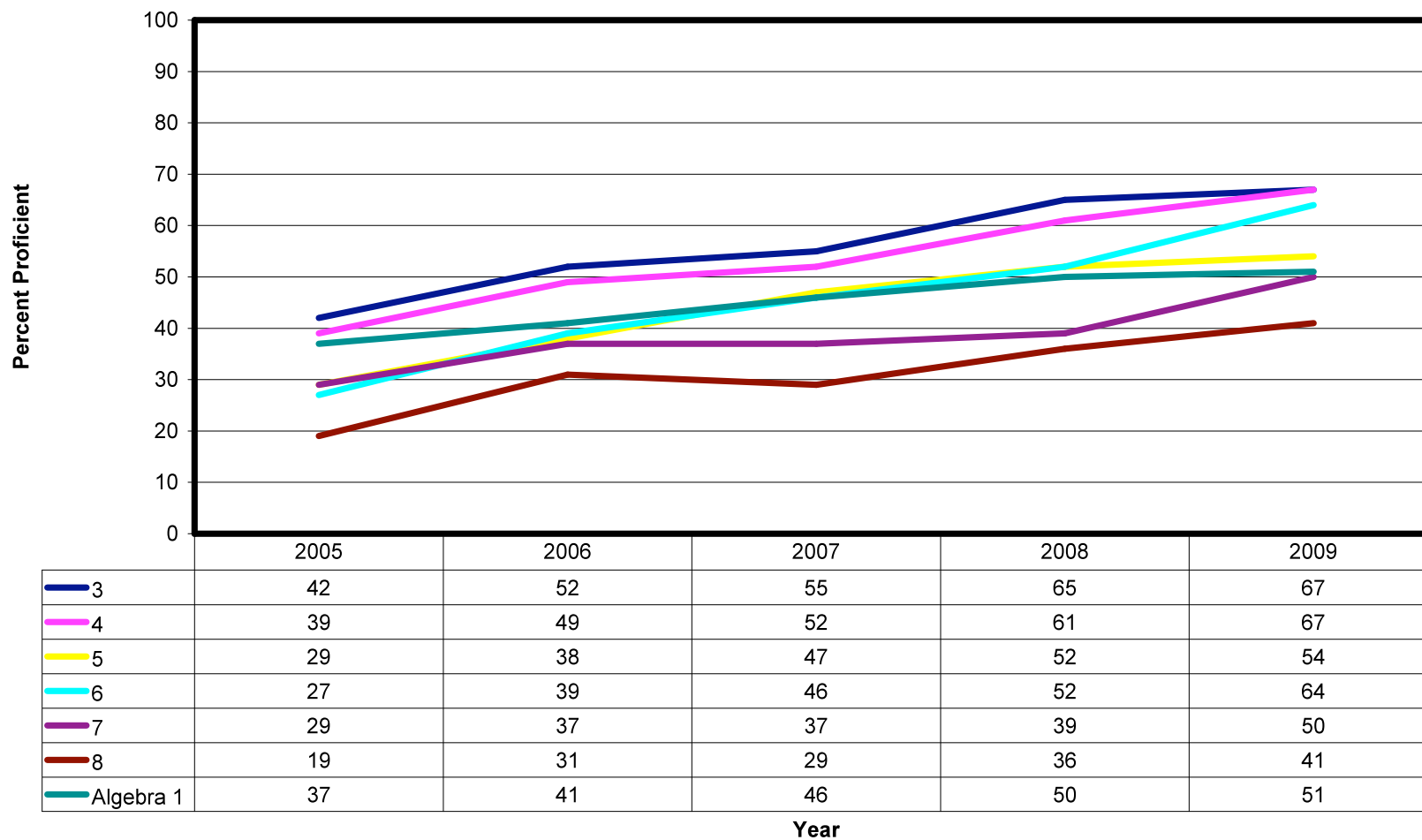


Figure A.11
Math Performance: All Students Percent Advanced, 2005-2009

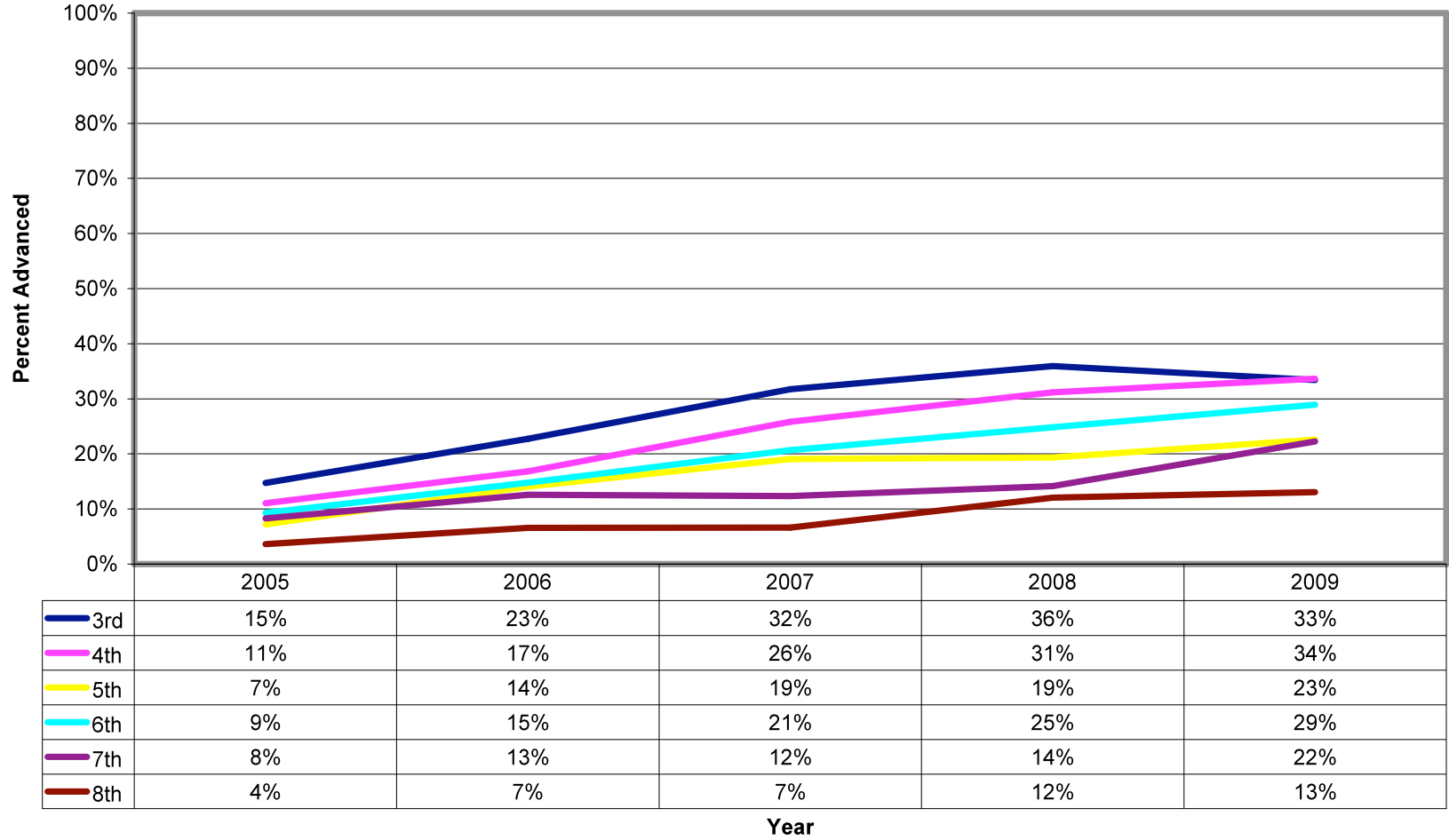


Figure A.12
Math Performance:
African American Students Percent Proficient and Advanced by Year, 2005-2009

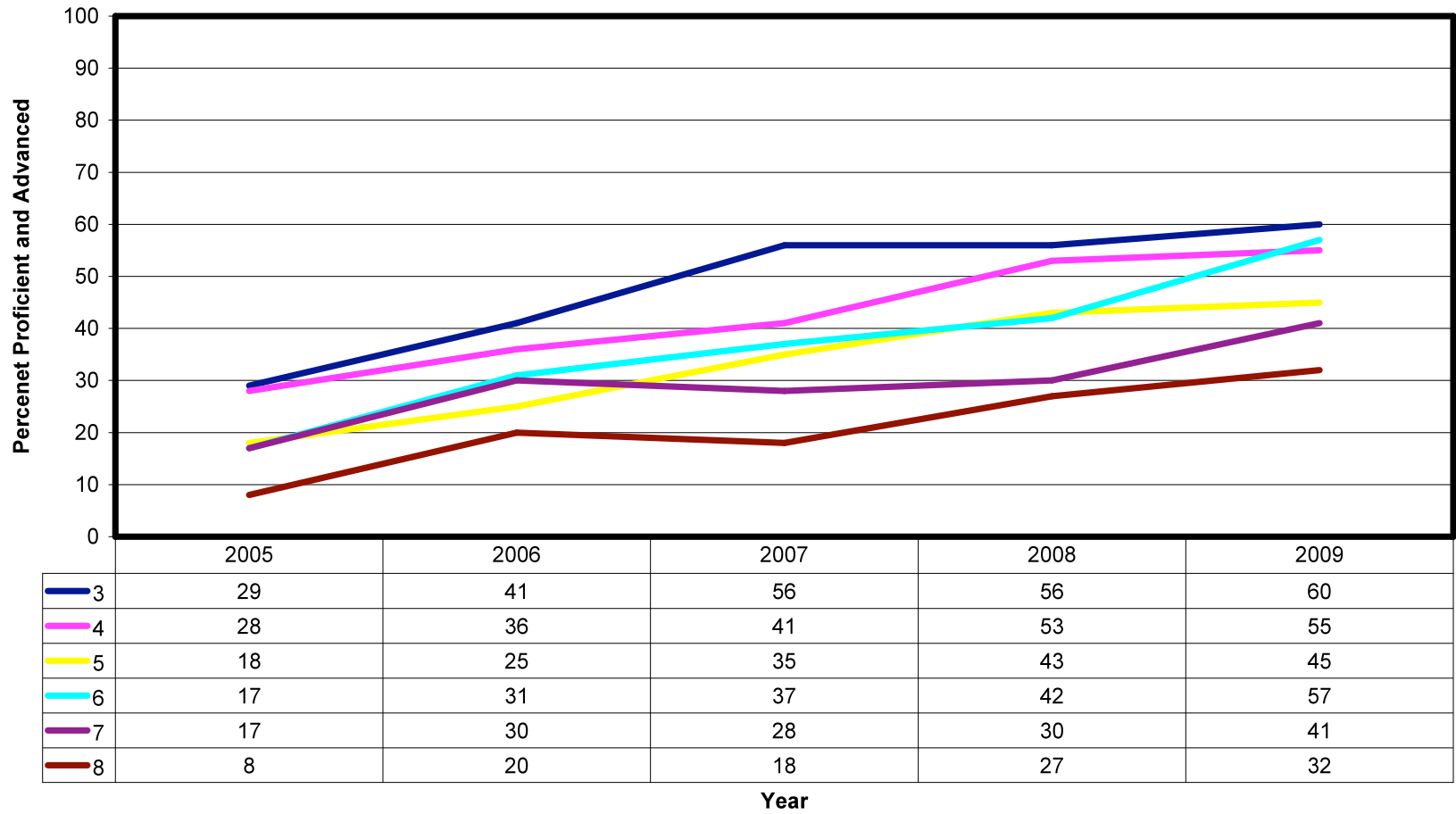


Figure A.13
Math Performance: African American Students, Percent Advanced, 2005-2009

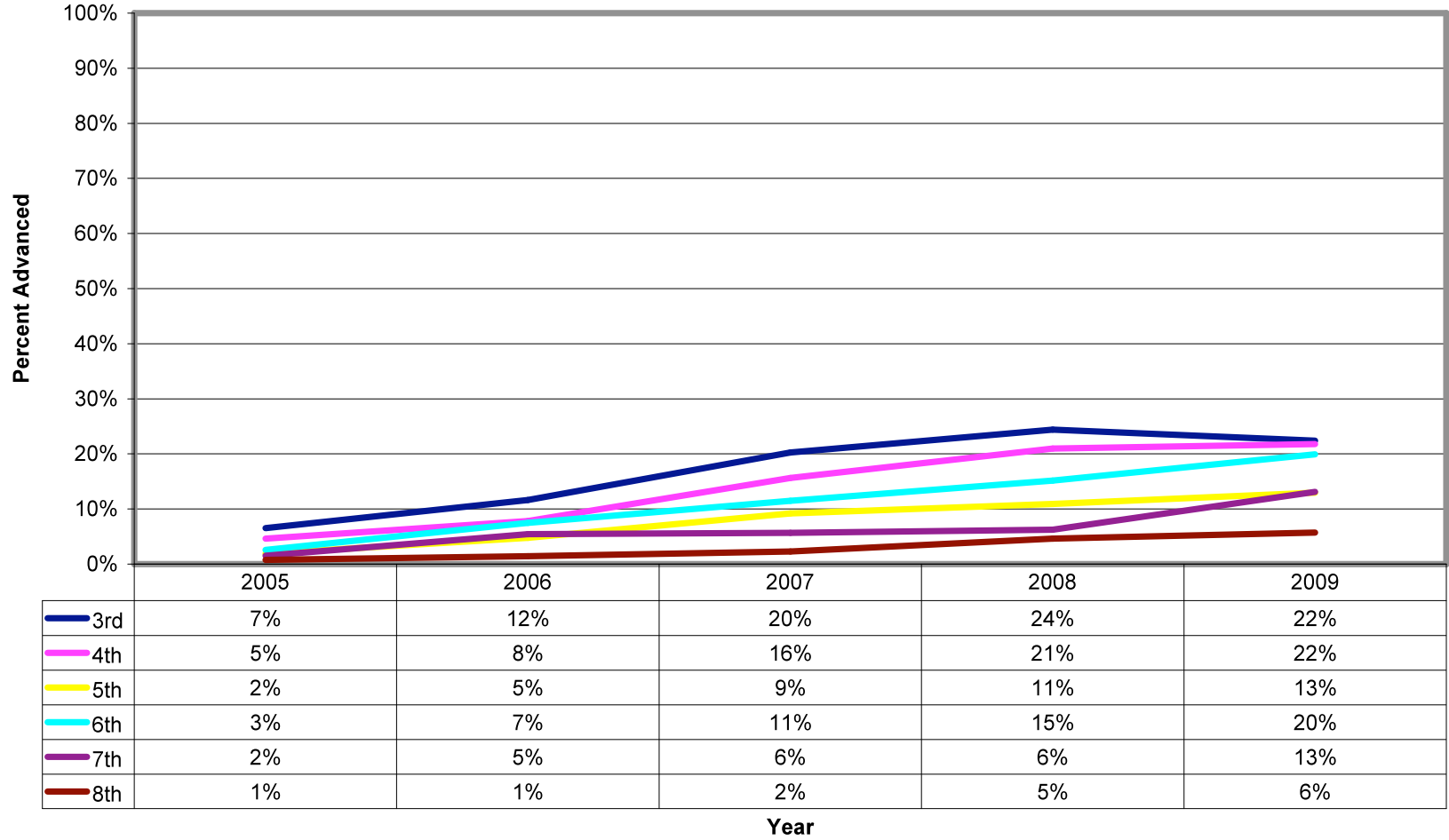


Figure A.14
Math Performance:
Caucasian Percent Proficient and Advanced by Year, 2005-2009

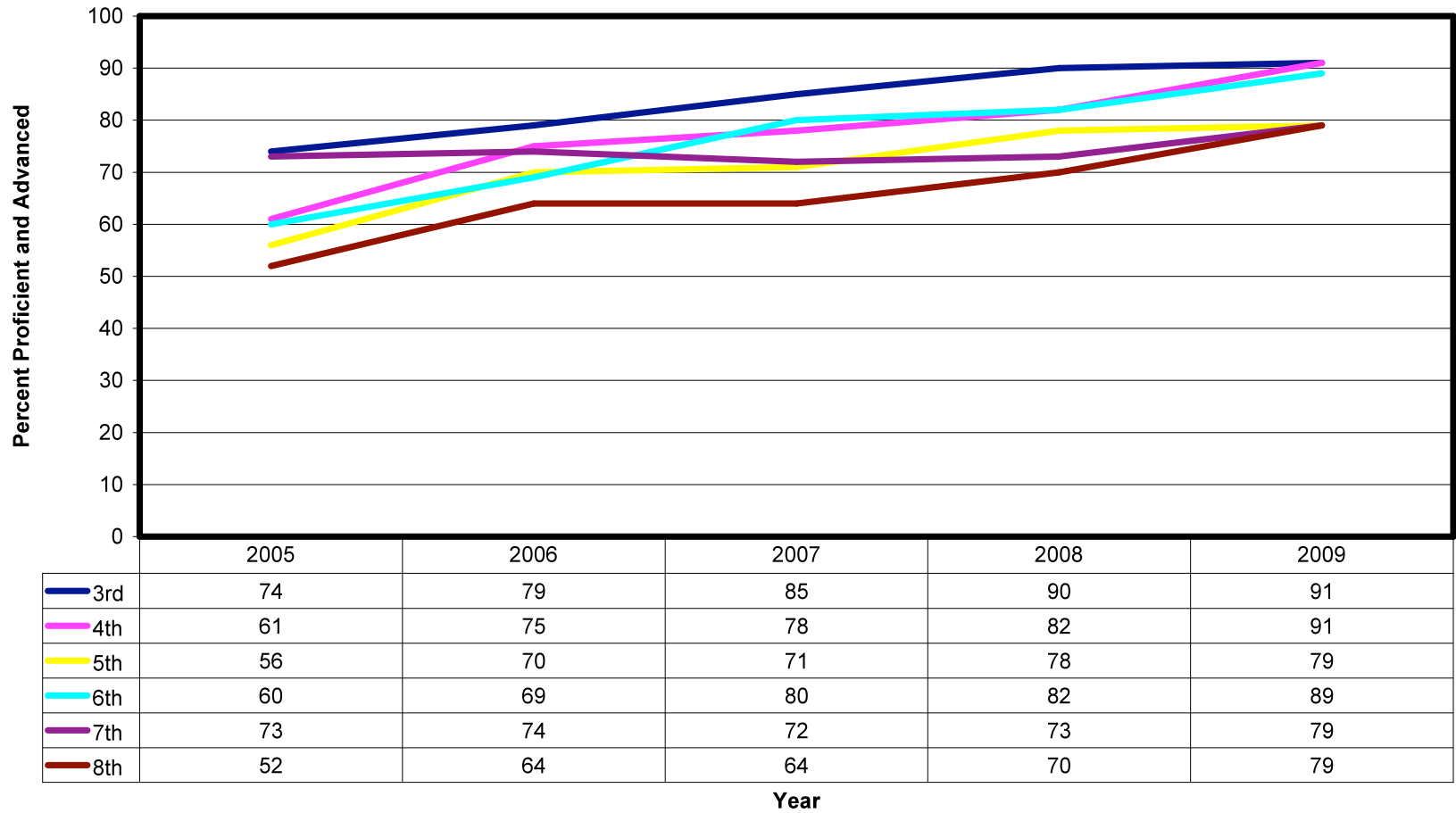


Figure A.15
Math Performance: Caucasian Percent Advanced, 2005-2009

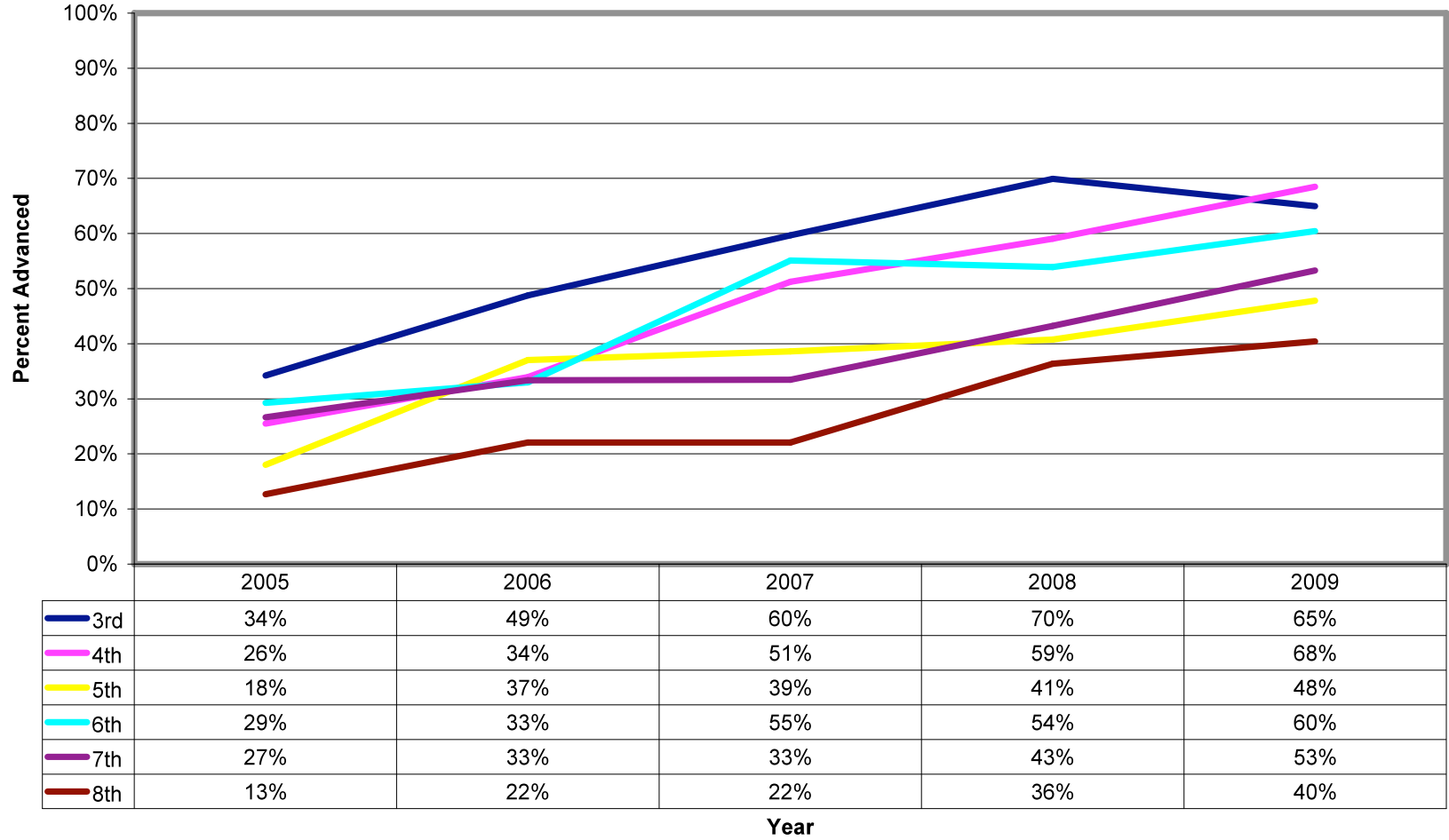


Figure A.16
Math Achievement Gap: Difference in Percent Proficient and Advanced,
Caucasian and African American, Literacy by Grade and Year 2005-2009 Values
Represent Percent Proficient for Caucasians Minus Percent Proficient for African Americans

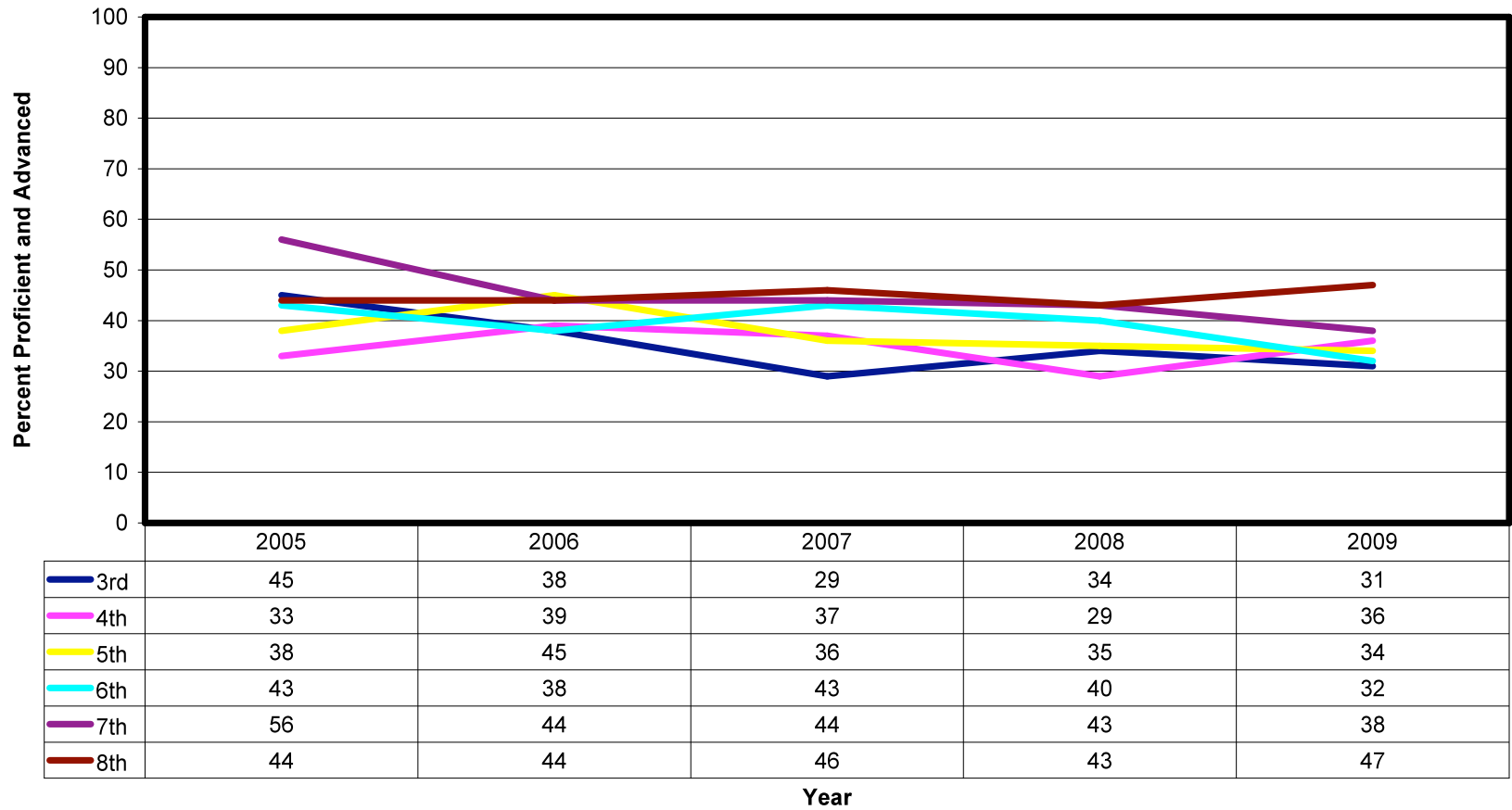


Figure A.17
Math Achievement Gap: Difference in Percent Advanced,
Caucasian and African American, by Grade and Year 2005-2009
Values Represent percent Advanced for Caucasians minus
Percent Advanced for African Americans

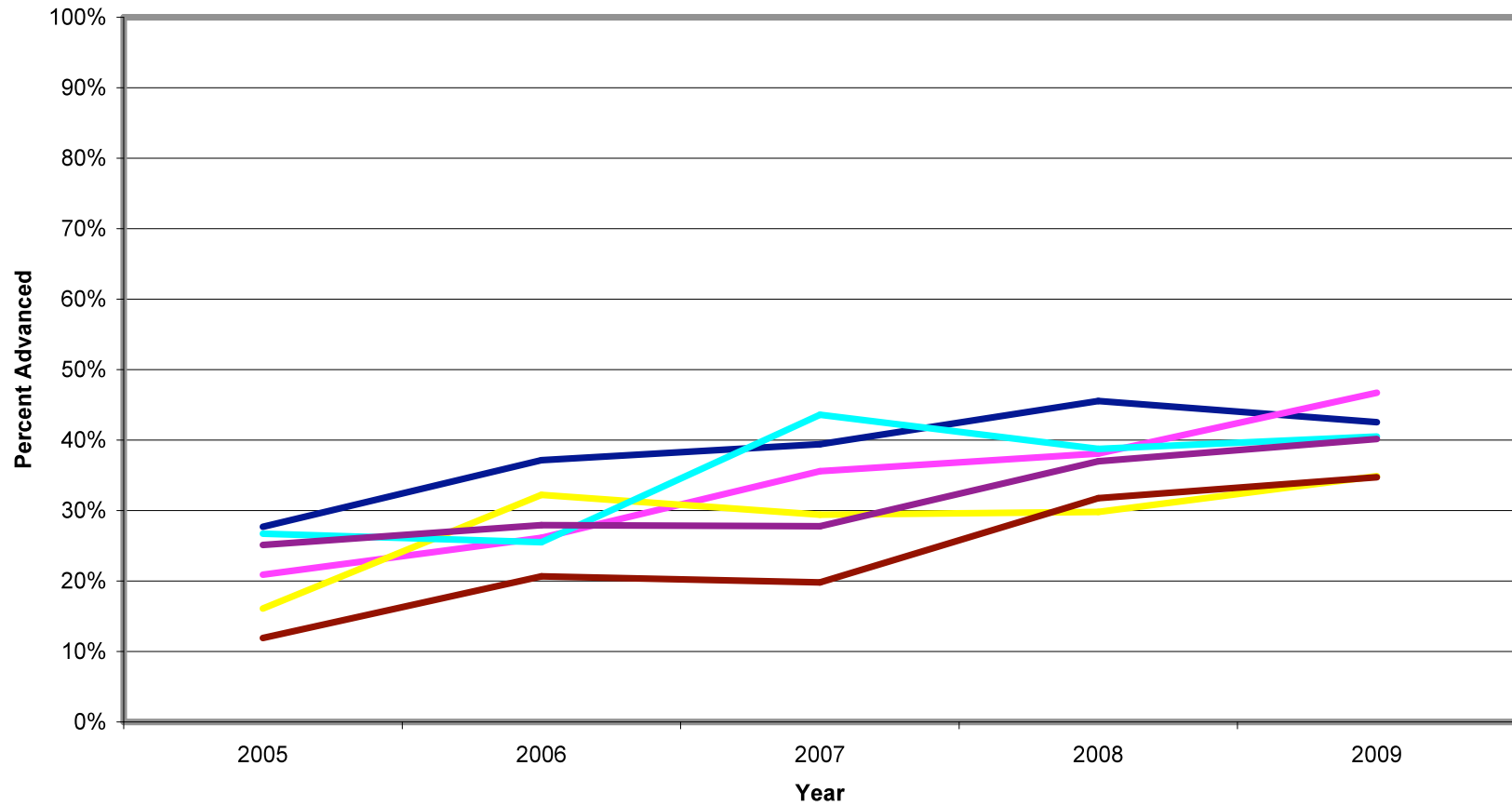
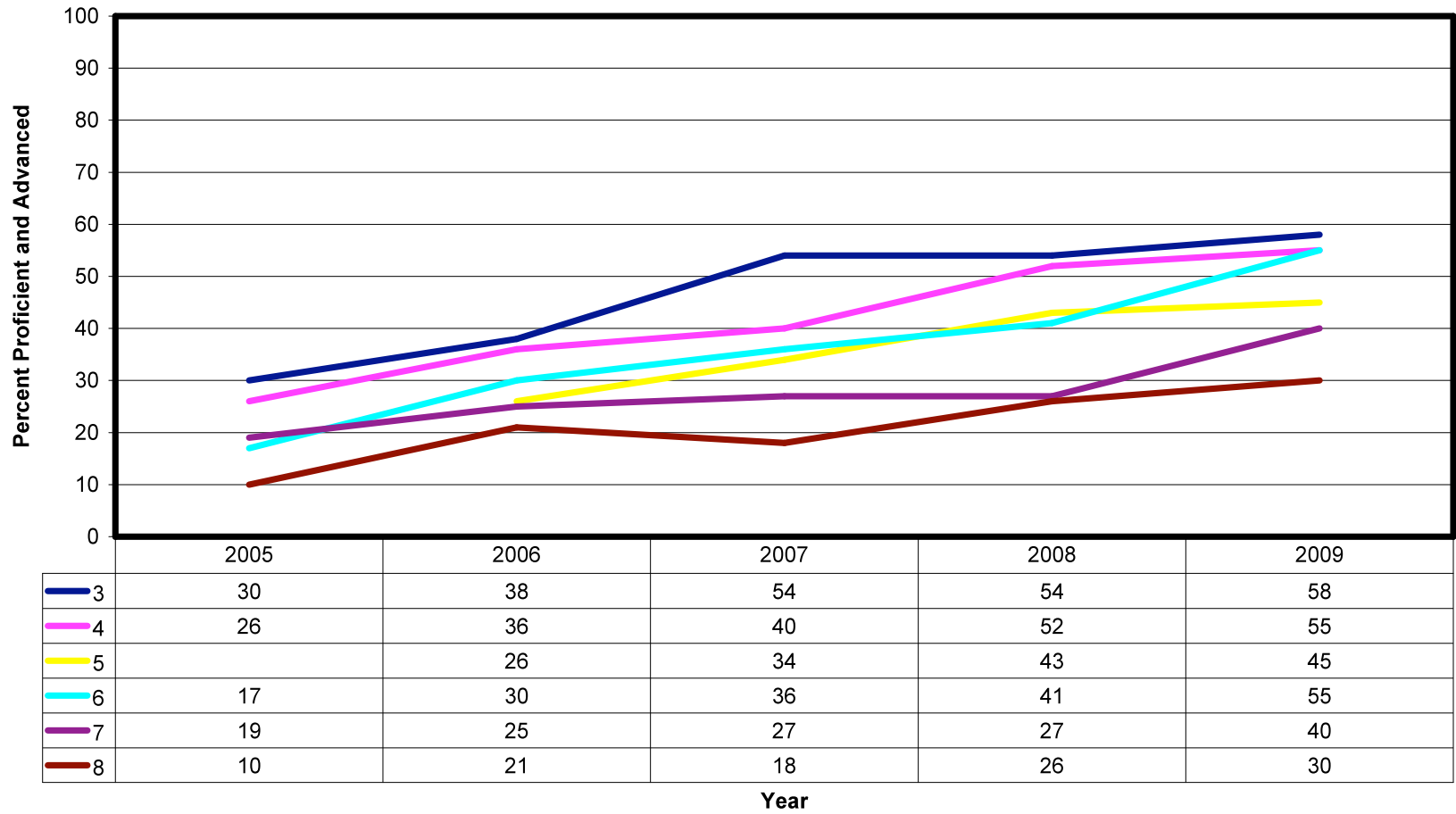


Figure A.18
Math Performance:
Free and Reduced Price Lunch Percent Proficient and Advanced by Year, 2005-2009



APPENDIX B
STAFFING SIMULATION RESULTS

Table B.1
Staffing Simulation Summary

Level	Difference (Actual minus St./Sim)			
	Cert Staff	Site Admin	Clerical	Aides
Elementary	(51.37)	17.47	19.47	309.74
Middle	46.21	22.56	45.56	20.13
High School	28.00	15.04	33.04	24.09
Dist. Total	22.84	55.08	98.08	353.95

Table B.2

School by School Simulation Results

School	Difference (Actual minus St./Sim)									
	Core + Spec	ESL FRPL	Coach	Guidance	Library	Special Education	Total	Site Admin	Clerical	Aides
Elementary Schools										
Bale Elementary School	12.73	(3.30)	1.29	(0.32)	0.43	0.01	10.85	0.31	0.31	3.63
Baseline Elementary School	(4.58)	(3.59)	1.45	1.95	0.49	4.20	(0.09)	0.38	0.38	0.76
Booker Arts Magnet Elem. Sch.	10.03	(4.34)	2.16	0.16	1.06	(1.30)	7.76	0.86	0.86	(1.28)
Brady Elementary School	(2.69)	(3.46)	1.18	0.78	0.40	2.88	(0.91)	0.27	0.27	2.54
Carver Magnet Elem. School	2.18	(3.47)	1.62	0.62	0.71	1.24	2.90	1.05	1.05	(0.90)
Chicot Primary School	20.26	(6.29)	(2.90)	(0.90)	(0.29)	(0.52)	9.36	0.44	1.44	24.88
Dodd Elementary School	(1.80)	(1.10)	(0.56)	(0.06)	0.49	3.19	0.16	0.38	0.38	4.75
Fair Park Early Childhood Ctr	(1.80)	(0.74)	0.10	0.10	(0.30)	(1.04)	(3.68)	0.64	0.64	(0.72)
Forest Park Elementary School	(1.00)	(0.81)	(1.19)	(0.19)	0.28	(1.53)	(4.44)	0.13	0.13	(1.75)
Franklin Incentive Elem. Sch.	2.40	(3.18)	1.39	0.39	0.47	2.13	3.59	0.35	1.35	4.71
Fulbright Elementary School	(5.95)	(1.73)	(2.93)	(0.93)	(0.30)	0.44	(11.39)	0.43	0.43	6.86
Geyer Springs Elem. School	(0.55)	(2.65)	0.69	0.29	0.57	0.47	(1.20)	0.47	0.47	(0.05)
Gibbs Magnet Elementary School	5.16	(1.48)	0.50	0.50	0.51	(0.24)	4.95	0.40	(0.60)	(1.20)
Jefferson Elementary School	0.84	(1.05)	(1.16)	0.44	0.29	(0.51)	(1.14)	0.14	0.14	2.27
M.L. King Magnet Elem. School	(3.66)	(5.41)	(0.44)	(0.44)	0.86	1.01	(8.08)	0.62	0.62	2.25
Mabelvale Elementary School	(0.74)	(4.21)	(1.07)	(0.07)	0.32	2.60	(3.18)	0.17	0.17	5.34
Mcdermott Elementary School	(1.19)	(3.32)	(0.41)	(0.11)	0.37	0.79	(3.85)	0.24	1.24	2.48
Meadowcliff Elementary School	(0.81)	(3.82)	(0.88)	0.13	0.38	(0.18)	(5.17)	0.25	0.25	(0.50)
Otter Creek Elementary School	(3.31)	(4.15)	(1.73)	(0.23)	0.10	(0.17)	(9.49)	0.91	1.91	1.82
Pulaski Heights Elem. School	(1.78)	(1.63)	(1.71)	0.29	0.44	1.02	(3.38)	0.32	0.32	0.63
Rockefeller Incentive Elem.	1.64	(1.09)	(1.92)	(0.12)	0.37	(0.23)	(1.35)	1.23	1.23	(0.54)
Romine Interdist. Elem. School	(0.67)	(4.20)	0.94	(0.06)	0.32	2.61	(1.07)	0.18	0.18	1.35
Stephens Elementary	1.47	(4.57)	(0.34)	(0.34)	1.23	1.29	(1.25)	0.07	1.07	5.13
Terry Elementary School	0.08	(5.35)	(2.46)	(0.46)	(0.14)	(0.01)	(8.33)	0.62	0.62	4.24
Wakefield Elementary School	(3.57)	(6.24)	(0.83)	(0.33)	0.07	(1.28)	(12.19)	0.87	0.87	(1.26)

School	Difference (Actual minus St./Sim)									
	Core + Spec	ESL FRPL	Coach	Guidance	Library	Special Education	Total	Site Admin	Clerical	Aides
Washington Magnet Elem. School	0.11	(5.35)	0.10	0.10	1.54	1.63	(1.88)	0.84	0.84	1.68
Watson Intermediate School	8.48	(3.46)	(0.07)	(0.07)	0.32	0.59	5.78	1.17	0.17	0.34
Western Hills Elem. School	0.49	(2.61)	(0.51)	(0.11)	0.50	0.25	(1.97)	0.40	0.40	(0.20)
Williams Magnet Elem. School	4.20	(2.22)	(1.21)	(0.21)	0.27	(0.56)	0.26	1.12	1.12	(0.77)
Wilson Elementary School	2.35	(1.95)	0.55	(0.05)	0.52	3.32	4.74	1.42	0.42	4.84
Woodruff Elementary School	(1.24)	(0.87)	(0.47)	0.53	(0.16)	(0.55)	(2.75)	0.81	0.81	(0.38)
Middle/Intermediate Schools										
Cloverdale Middle School	13.10	(6.58)	0.89	1.89	0.47	5.39	15.15	3.75	3.75	2.51
Dunbar Magnet Middle School	8.80	(6.10)	(0.87)	0.14	(0.28)	0.52	2.21	3.45	2.45	(3.09)
Forest Heights Middle School	1.74	(2.87)	(1.47)	(0.47)	(0.14)	4.98	1.77	3.61	2.61	10.23
Henderson Middle School	15.60	(6.55)	-	(1.00)	(0.32)	5.36	13.09	2.40	2.40	2.80
Mabelvale Middle School	6.60	(6.06)	(0.74)	0.16	(0.07)	7.24	7.13	3.70	2.70	3.41
Mann Magnet Middle School	10.28	(4.80)	(2.34)	(0.34)	(0.43)	(2.03)	0.36	2.27	2.27	(3.47)
Pulaski Heights Middle School	11.93	(3.21)	(2.07)	(2.07)	(0.34)	2.28	6.51	3.37	29.37	(0.26)
High Schools										
Accelerated Learning Program	1.87	(1.53)	(1.06)	(0.05)	(0.35)	(0.22)	(1.34)	(0.42)	0.58	0.16
Central High School	20.54	(10.09)	(9.02)	0.98	(1.97)	(5.24)	(4.80)	2.19	8.19	(4.62)
Hall High School	22.18	(9.61)	(4.96)	0.04	(1.30)	0.93	7.29	2.22	6.22	3.43
J.A. Fair High School	17.79	(7.78)	(2.97)	(0.97)	(0.64)	2.23	7.66	3.01	5.01	9.02
Mcclellan Magnet High School	18.68	(7.24)	(2.20)	1.80	0.61	6.13	17.79	3.32	5.32	4.64
Metropolitan Vo-Tech School	15.00	-	-	2.00	-	1.00	18.00	2.00	2.00	-
Parkview Magnet High School	12.92	(4.68)	(2.69)	(0.69)	0.12	(3.59)	1.40	2.73	5.73	(0.55)
Alternative Schools										
Felder Alternative Academy	6.70	-	-	1.00	-	1.00	13.70	1.00	2.00	-
W.D. Hamilton Learning Academy	12.75	-	2.00	2.00	1.00	9.00	53.00	4.00	3.00	7.00
Alternative Agencies	-	-	-	-	-	-	-	-	-	-

