



North Little Rock
School District

Superintendent's 100 Day Transition Plan Summary Report

Dr. Gregory J. Pilewski, Superintendent
Dr. Keith M. McGee, Assistant Superintendent

April 15, 2021



Purpose

- The purpose of this presentation is to inform members of the North Little Rock Board of Education, parents, employees, and community stakeholders on the 100 day transition plan summary report of the new superintendent's entry into the North Little Rock School District (NLRSD).





100 Day Transition Plan

Phase 3: Summary Report



Phase 2: Entry



Phase 1: Pre-entry





Transition Plan Timeline

- **Phase 1: Pre-entry** (September to October 2020)
 - Begin interviews and meeting with key stakeholder groups and tour facilities
- **Phase 2: Entry** (November 2020 to April 2021)
 - Continue interviews and meeting with key stakeholder groups and touring facilities
 - Board of Education and Superintendent Retreat
- **Phase 3: Summary Report** (April 15, 2021)
 - Data story, key themes, and major findings
 - Short and long-term goal planning next steps



Executive Leader Onboarding



- Strategic process for executive level leader entry into the organization.
- Support for a smooth transition
- Build strong relationships and partnerships.
- Enhance great working relationships and a working environment for maximum performance.
- Establish trust through listening and learning to multiple stakeholders.
- Opportunity to get to know the new superintendent.



Key Stakeholder Engagement

- North Little Rock Board of Education Members
- Central office leaders and staff members
- Principals and assistant principals
- Teachers and students
- Paraprofessionals, aids, support staff
- Bus drivers, custodians, and cafeteria workers
- Parents and caregivers
- Business and industry leaders
- Clergy and community leaders
- Higher education leaders
- Regional superintendents
- State and local government leaders
- Media outlets



North Little Rock
School District

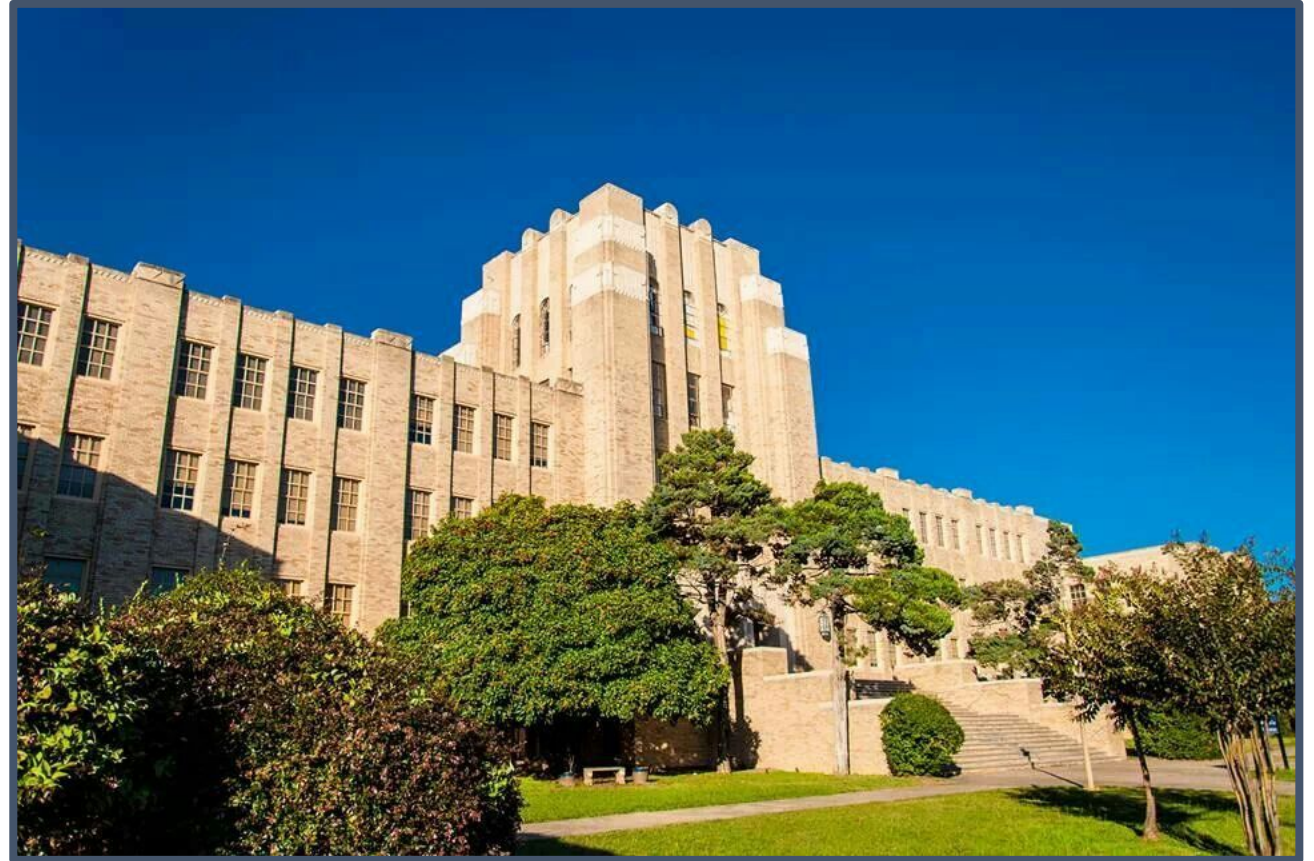
The North Little Rock School District Data Story



North Little Rock
School District

NLRSD is A Pillar of Our Community

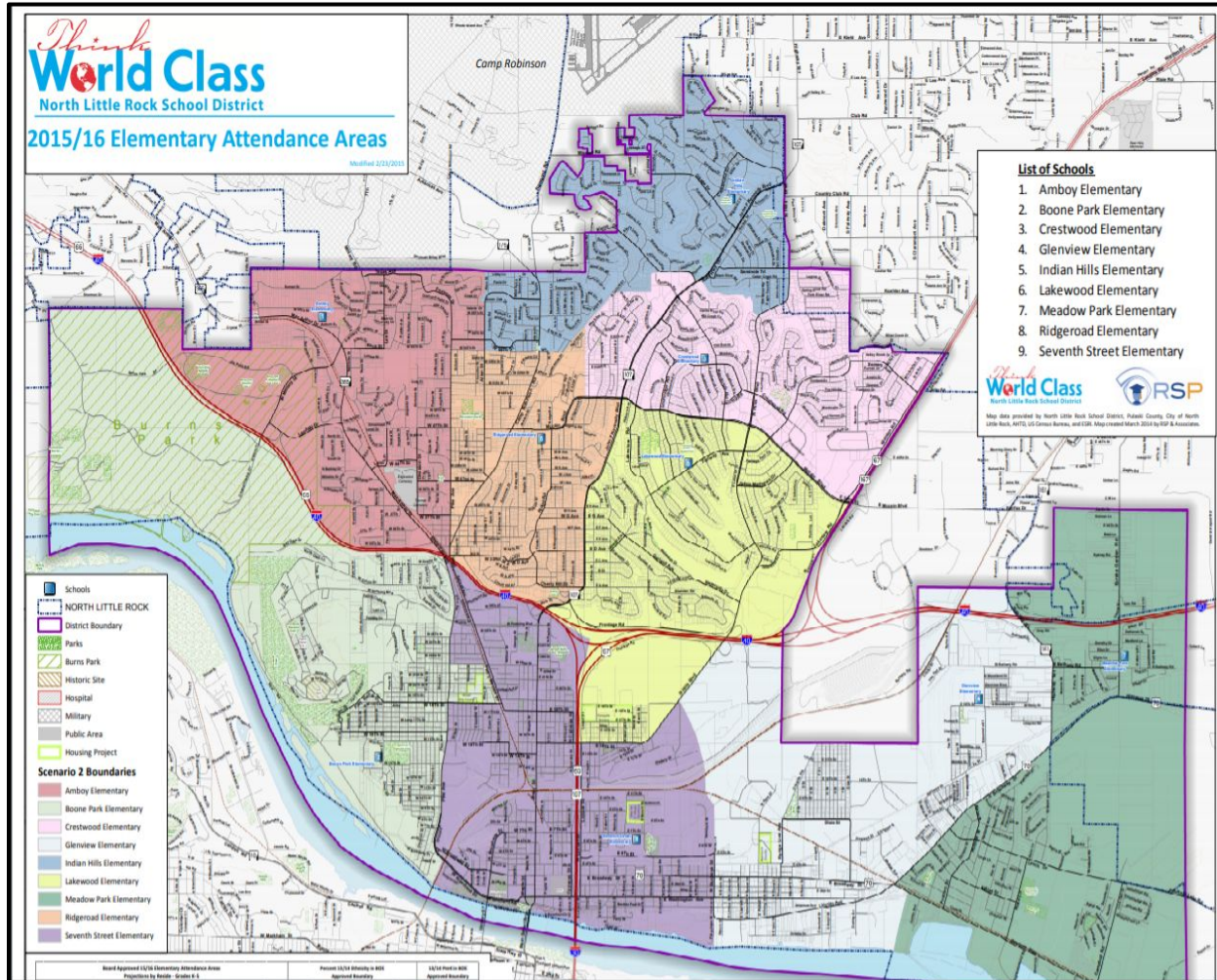
You just can't
hide that charging
wildcat pride!



Historic North Little Rock Six
September 9, 1957



NLRSD Communities and Schools



Building Campus Sites	
Early Childhood	Middle
Pikeview Early Childhood Center	6th Grade
Elementary	7th and 8th Grade
Amboy ES	High
Boone Park ES	NLRHS (9-12)
Crestwood ES	Center of Excellence (9-12)
Glenview ES	Alternative Program
Indian Hills ES	NLR Academy (6-12)
Lakewood ES	
Meadow Park ES	
Ridge Road ES	
Seventh Street ES	



NLRSD Strengths

- A strong sense of pride and tradition
- A passion for the NLRSD to be the best
- Diverse community with brand recognition
- Large school district with a hometown feeling
- Strong, dedicated, and supportive stakeholders, businesses, partnerships, PTA, and alumni
- Award winning modern facilities
- Life time dedicated employees, staff, and leaders
- Comprehensive instructional programs
- Transition during a global pandemic
- NLRHS and COE Career Pathway Programs and Ford NLG
- Recognized Visual and Performing Arts Programs
- Extra Curricular Offerings





How well are we serving and preparing all of our students?

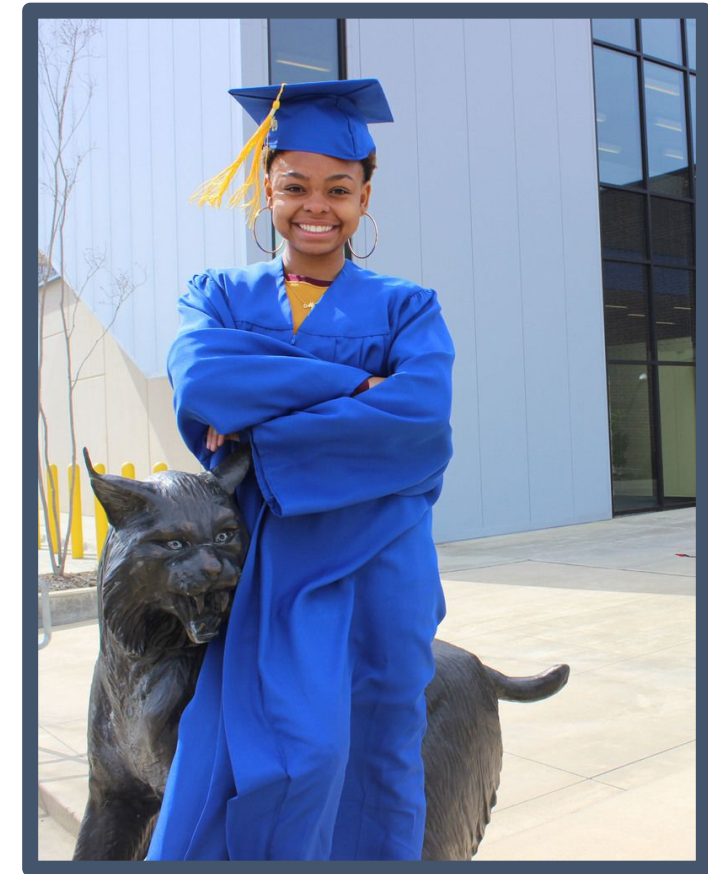
From



To



Pre-Kindergarten
(Class of 2035)



12th Grade
(Class of 2021)





NLRSD Data Profile

Student Enrollment (K-12)	College Going Rate	Per Pupil Expenditure	District ACT Reading Average
7578	36.8%	\$11,186.83	18.86
Race and Ethnicity	Graduation Rate	Student to Teacher Ratio	District ACT Math Average
Black/African American.....59.3%	82.5%	15.60	17.59
Caucasian.....26.4%	English Learners	Average Class Size	College Credit Accum. Rate
Hispanic/Latino.....10.1%	7%	20	41.6%
Asian.....1.1%	Special Education	Average Years Teaching Exp.	ESSA School Rating
Two or More Races.....2.3%	14%	9.0	A=1, B=1, C=4, D=5, F=1
American Indian.....0.7%	Economically Disadvantaged	Classroom Teachers (FTE)	Annual Operating Budget
Hawaiian/Pacific Islander.....0.1%	74%	564	\$105,000,000

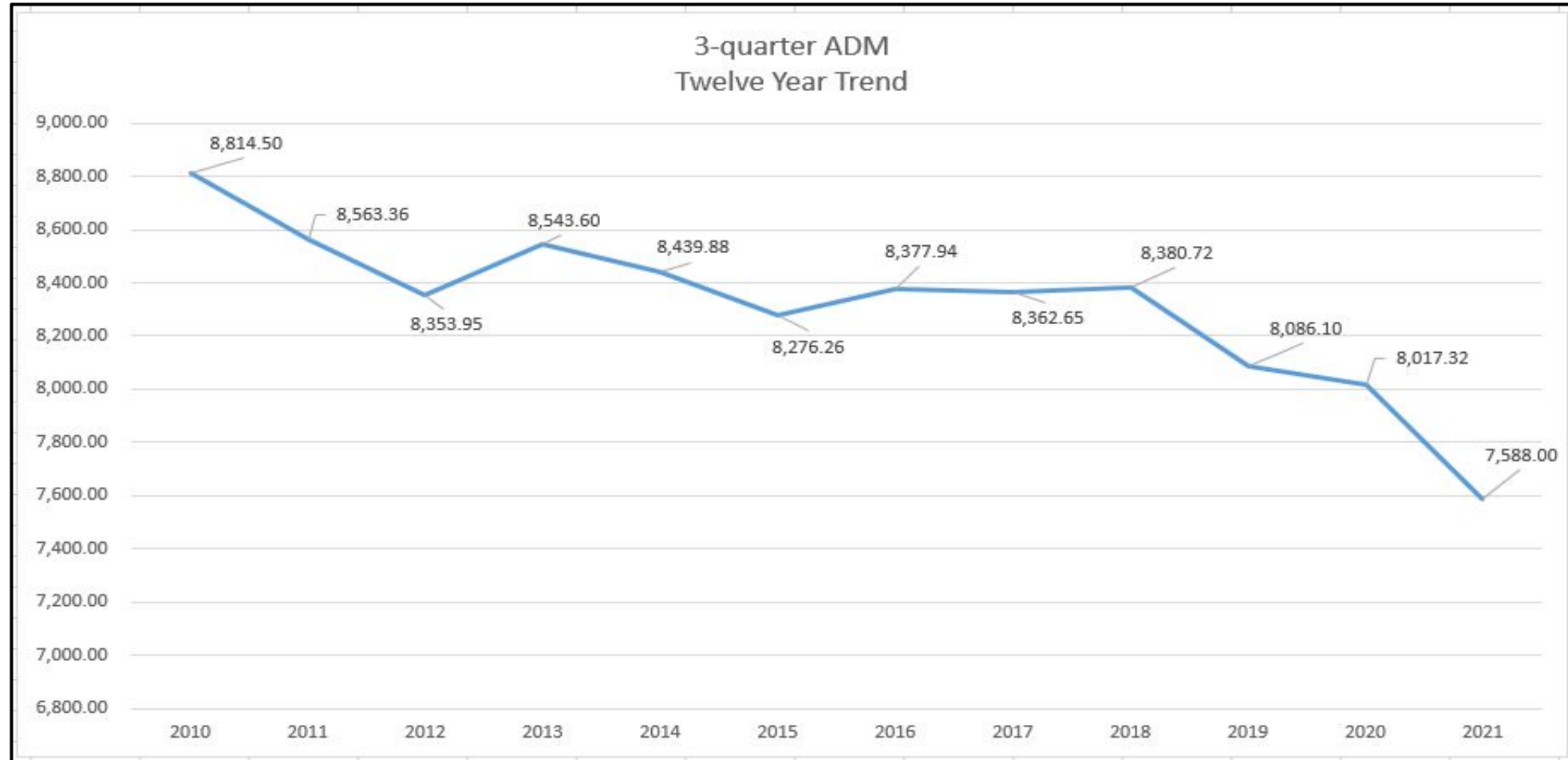


Teacher Demographic Data

Classroom Teachers (FTE)	PreK	Provisional License
564	30	26
Race and Ethnicity	Elementary	ACT 1240
Black/African American.....19.83%	251	66
White.....78.94%	Middle	Charter School Waiver
Hispanic/Latino.....0.0%	115	6
Asian.....0.01%	High School	ALP/ALCP
Two or More Races.....0.0%	150	5
American Indian.....0.0%	NLR Academy	Beginning Teacher Salary
Hawaiian/Pacific Islander.....0.1%	18	\$36,000



NLRSD Enrollment Trends





Pre-K Heggerty Phonemic Awareness Fall-Winter 2020-21 Results



Early Childhood Program Profile

District Early Childhood Pre-K Demographics for 6 sites: Pikeview, Amyboy, Boone Park, Glenview, Meadow Park, and 7th Street

Black or African American	269
Hispanic	63
Caucasian (Non-Hispanic)	27
Asian Indian	3
American Indian or Alaska Native	1
Filipino	1
Other	1
Vietnamese	1
Multi-Racial	12
Total	378

Females	190
Males	186
3's Program	149
4's Program	227

Certified IEP	15
Two Parent Home	99
Single Parent	277
Homeless / Foster	3

** Based on current enrollment: 376



Heggerty Fall 20 to Winter 21

Phonemic Skill	Fall			Winter		
All Pre-K Phonemic Baseline & Mid Year Assessment	PreDev	Dev	Secure	PreDev	Dev	Secure
Rhyme Recognition	19%	49%	32%	21%	35%	44%
Onset Fluency	68%	11%	21%	61%	16%	23%
Blending Compound Words	25%	9%	66%	15%	8%	77%
Blending Syllables	28%	7%	65%	20%	8%	72%
Isolating Final Sounds	80%	7%	13%	70%	18%	12%
Segmenting Compound Words into 2	38%	7%	55%	26%	7%	67%
Segmenting Words into Syllables	41%	7%	53%	26%	8%	66%



K-2 NWEA Fall-Winter 2020 Results



North Little Rock
School District

Fall to Winter RIT Kindergarten

School	Fall 19 Norm 141	Fall 20 Norm 136.65	Winter 19 Norm 151.3	Winter 20 Norm 146.28
Amboy	137.6	144.3	145.2	139.5
Boone Park	135.8	135.5	142.1	140.4
Crestwood	143.8	146.1	152.1	149.9
Glenview	136.4	132.4	146.9	141.7
Indian Hills	142.4	144.8	149.9	148.2
Lakewood	144.9	143	155.7	156.8
Meadow Park	139	137.3	143.3	143.5
Ridge Road	135.8	143.4	142.3	141.3
Seventh Street	135.5	132.2	139.6	139.5



Cohort Data 2020-2021 First Grade

School	K Fall 19 Norm 141	1st Fall 20 Norm 155.93	Observed Growth
Amboy	138	157	19
Boone Park	137	149	12
Crestwood	142	159	17
Glenview	136	145	9
Indian Hills	142	159	17
Lakewood	144	162	18
Meadow Park	140	157	17
Ridge Road	136	152	16
Seventh Street	135	148	13
AVERAGE Growth			15.3

First Grade students had Wilson Foundations in Kindergarten which built a solid foundation thus resulting in over 15 points of growth.



Cohort Data 2020-2021 Second Grade

School	1st Fall 19 Norm 160	2nd Fall 20 Norm 172.3	Observed Growth
Amboy	156	169	13
Boone Park	152	159	7
Crestwood	163	173	10
Glenview	148	155	7
Indian Hills	159	170	11
Lakewood	162	172	10
Meadow Park	154	165	11
Ridge Road	150	162	12
Seventh Street	153	161	8
AVERAGE Growth			10

Second grade did not get Foundations in Kindergarten, however with foundational skills still being taught in first grade, they made growth.

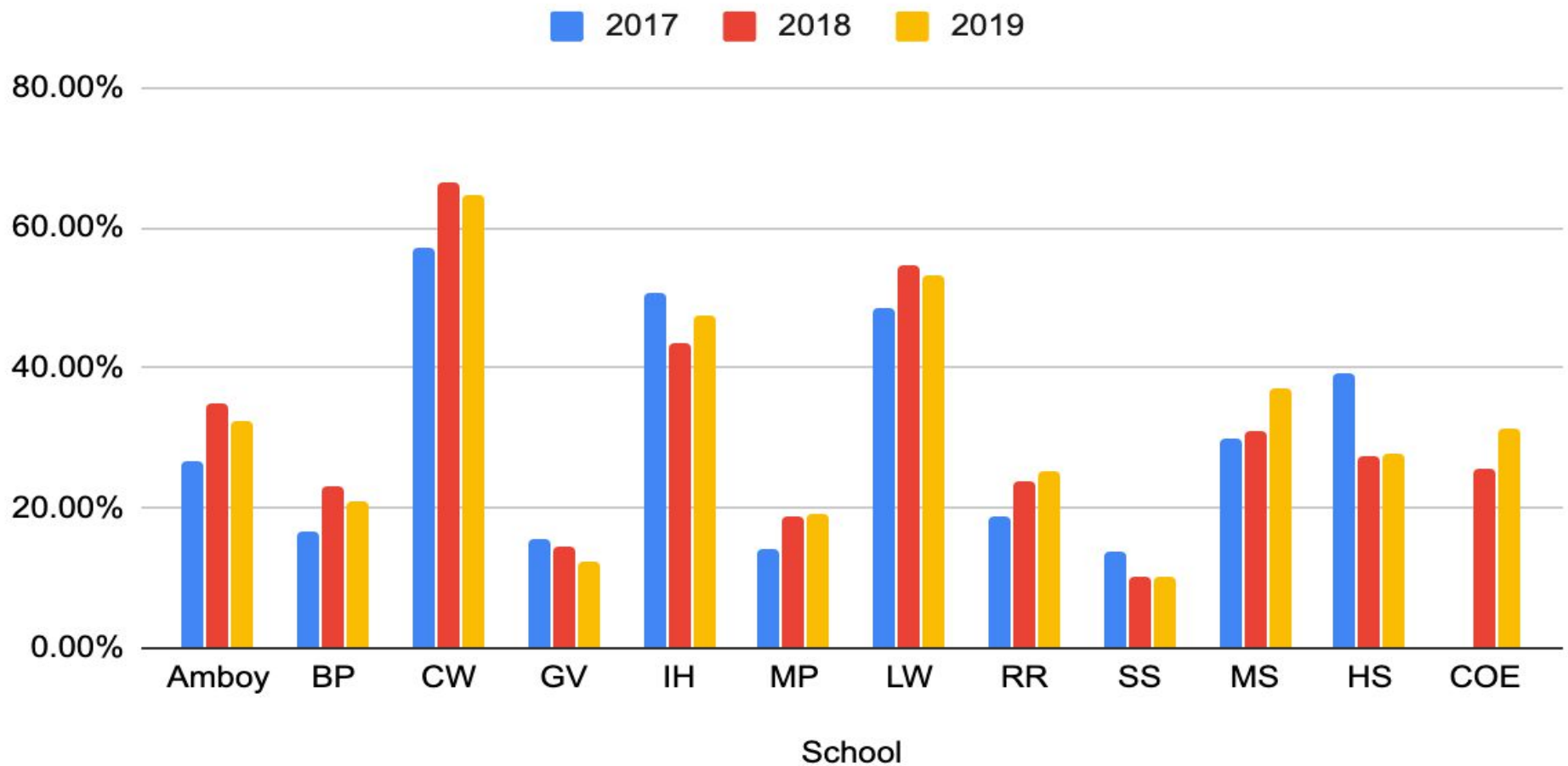


ACT Aspire Data (2017-2019)



Elementary Reading on Grade Level

Reading on Grade Level



Overall District

2017: 31.51%

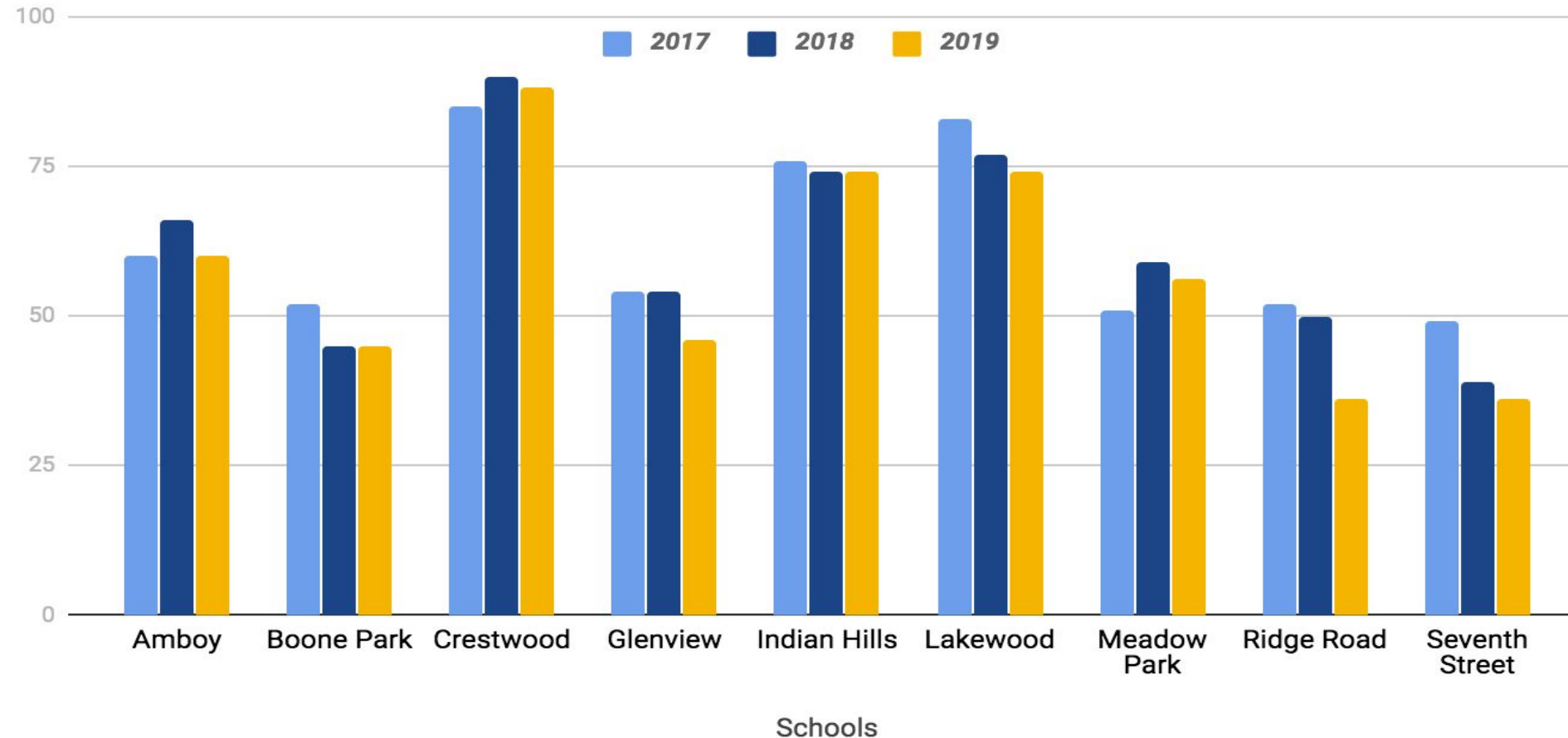
2018: 31.69%

2019: 33.95%



Elementary English Ready/Exceeding

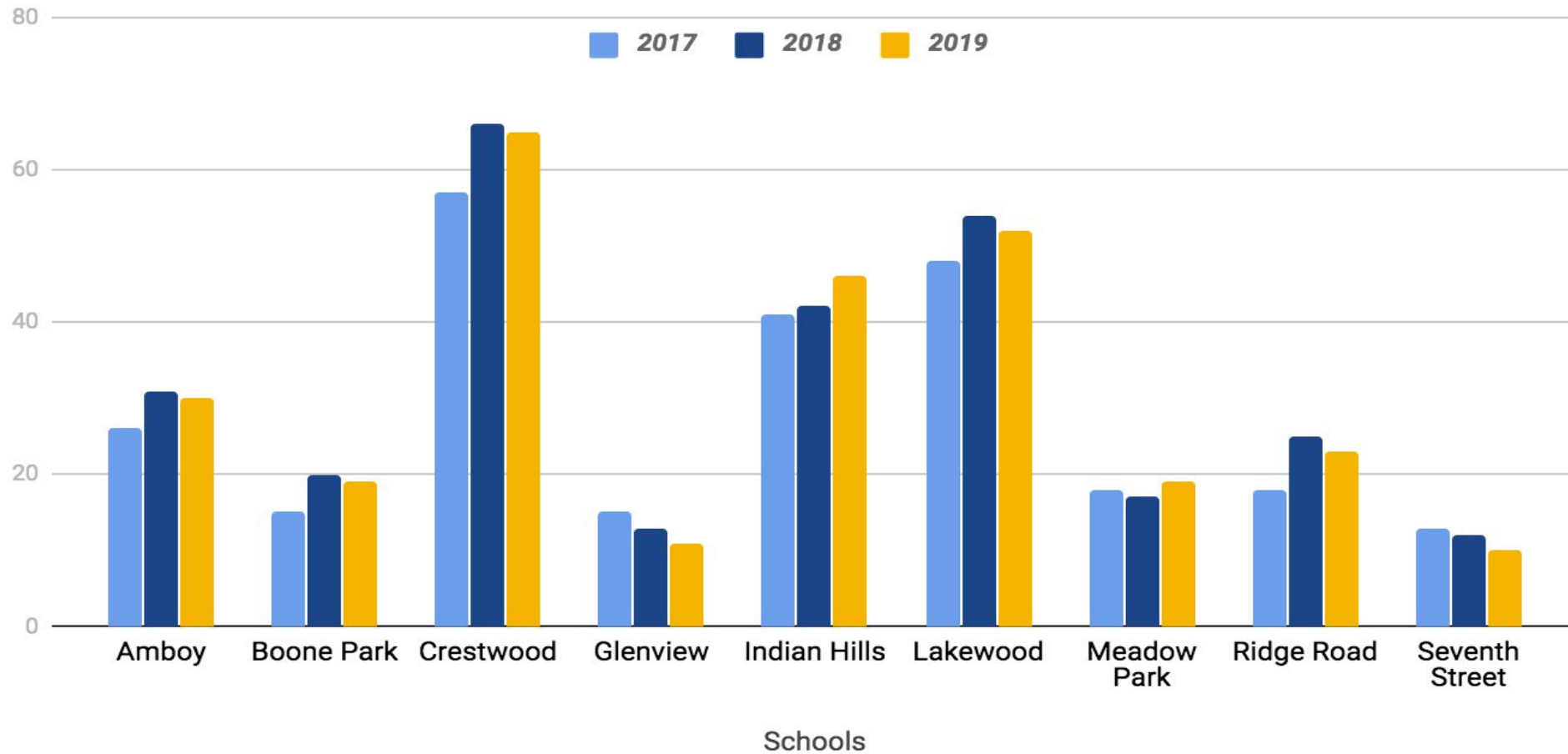
ENGLISH Percent Ready/Exceeding





Elementary Reading Ready/Exceeding

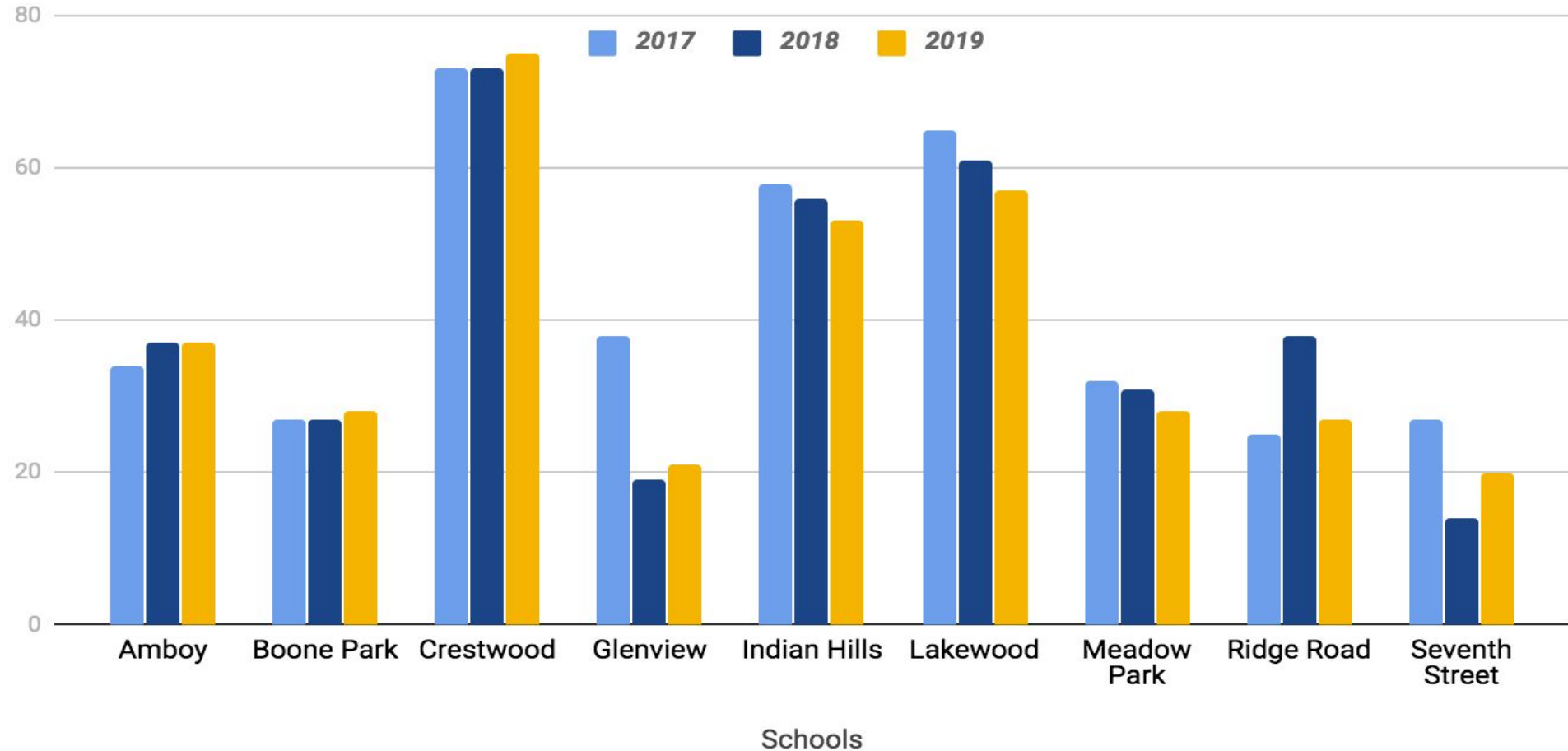
READING Percent Ready/Exceeding





Elementary Math Ready/Exceeding

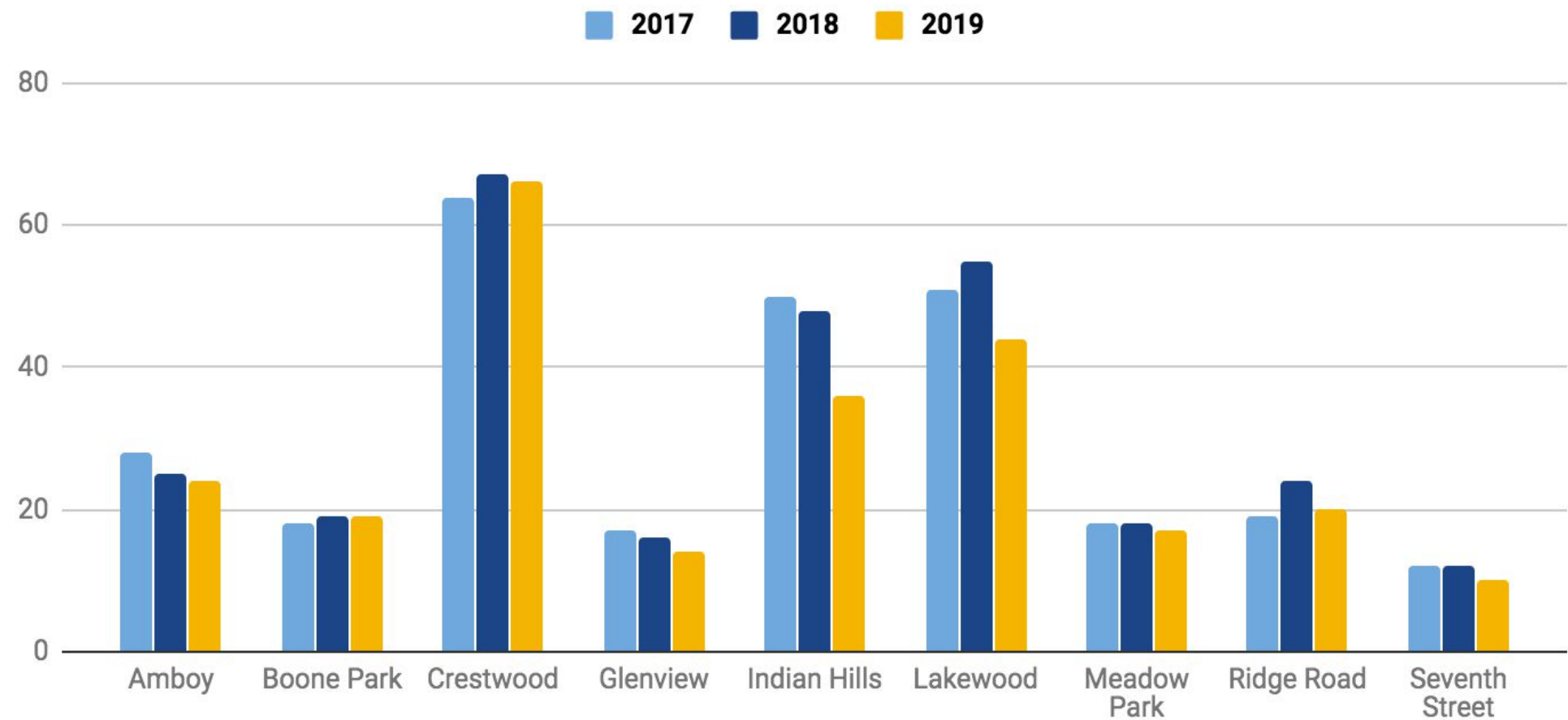
MATH Percent Ready/Exceeding





Elementary Science Ready/Exceeding

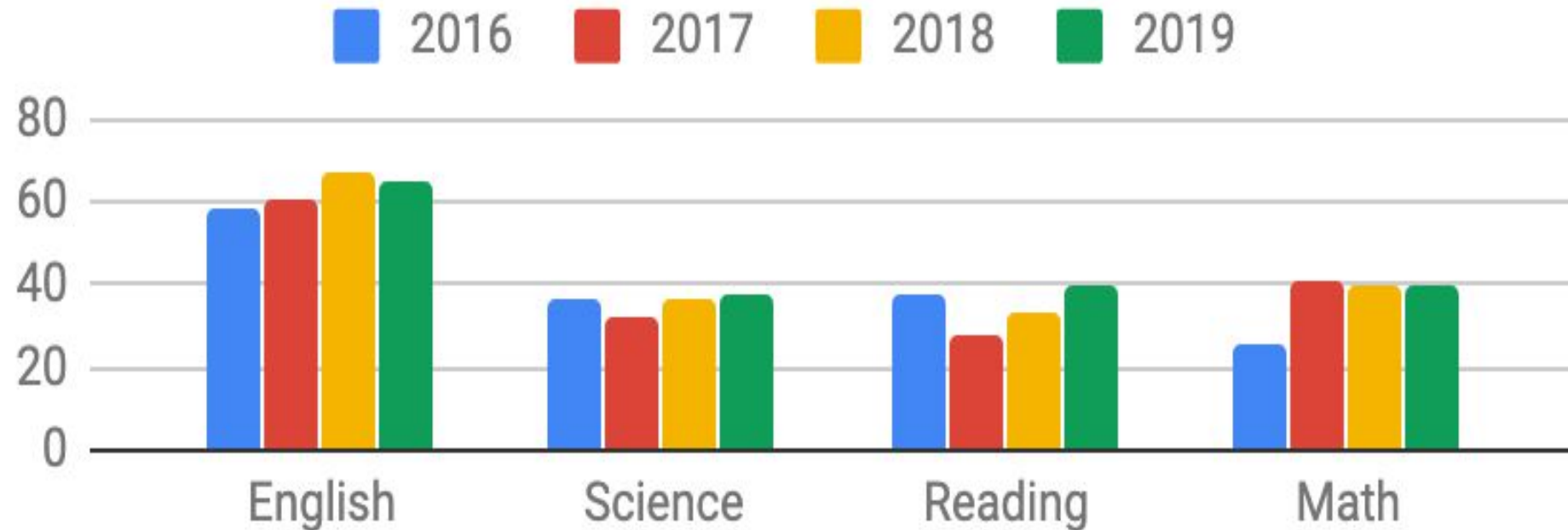
SCIENCE Percent Ready/Exceeding





6th Grade Ready/Exceeding

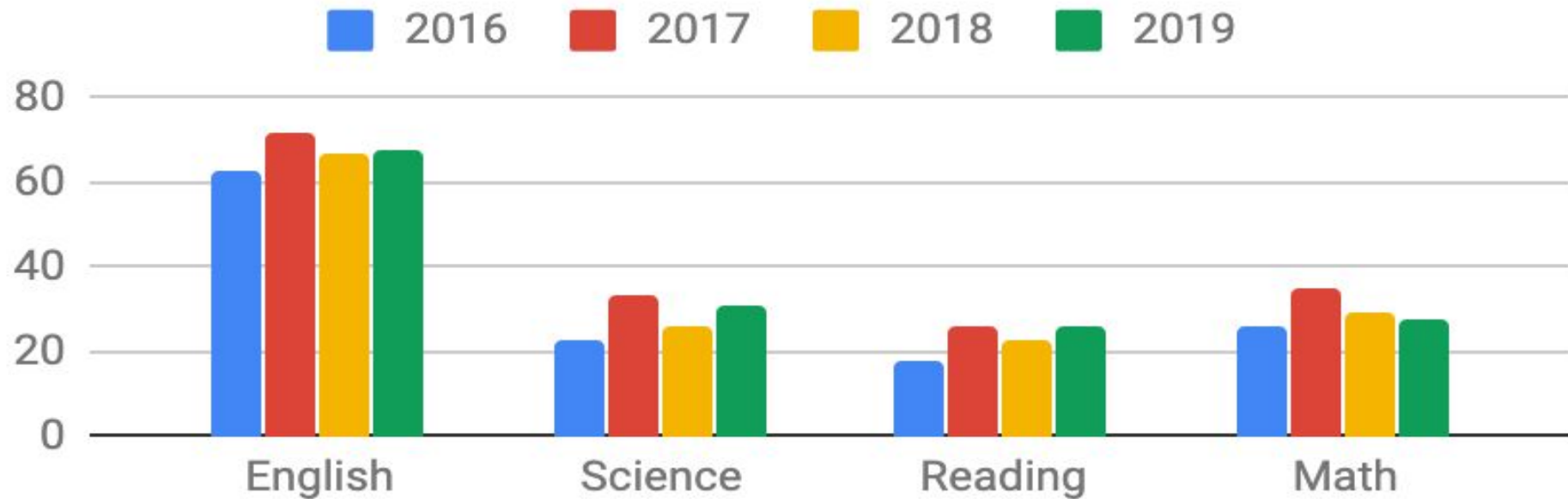
English, Science, Reading and Math





7th Grade Ready/Exceeding

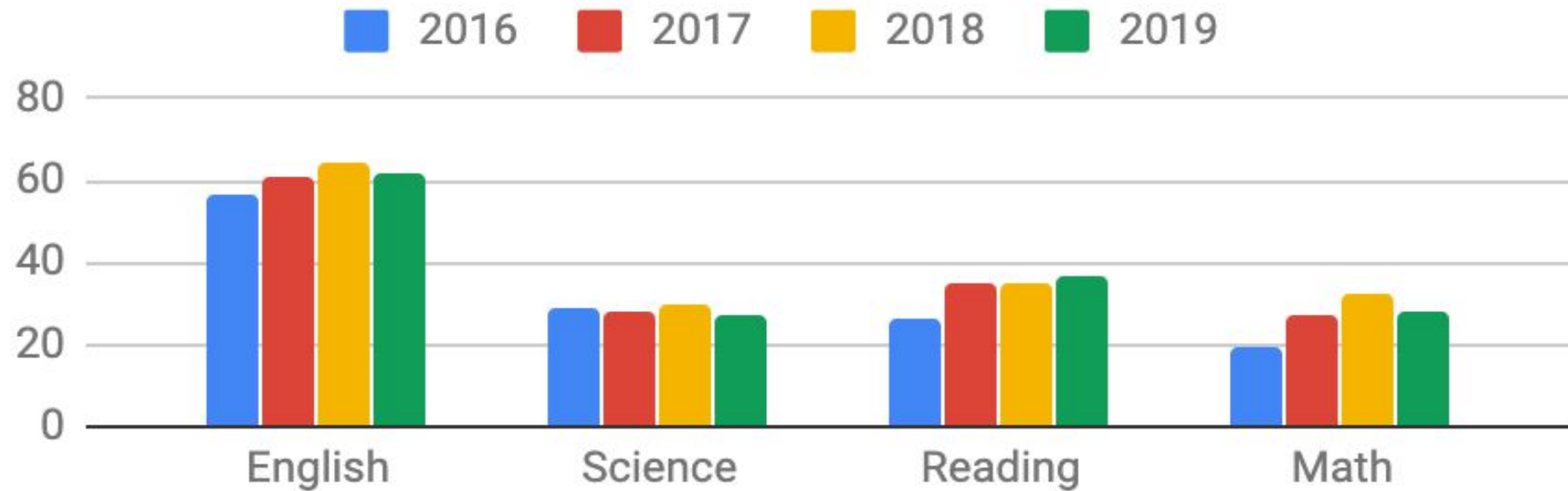
English, Science, Reading and Math





8th Grade Ready/Exceeding

English, Science, Reading and Math

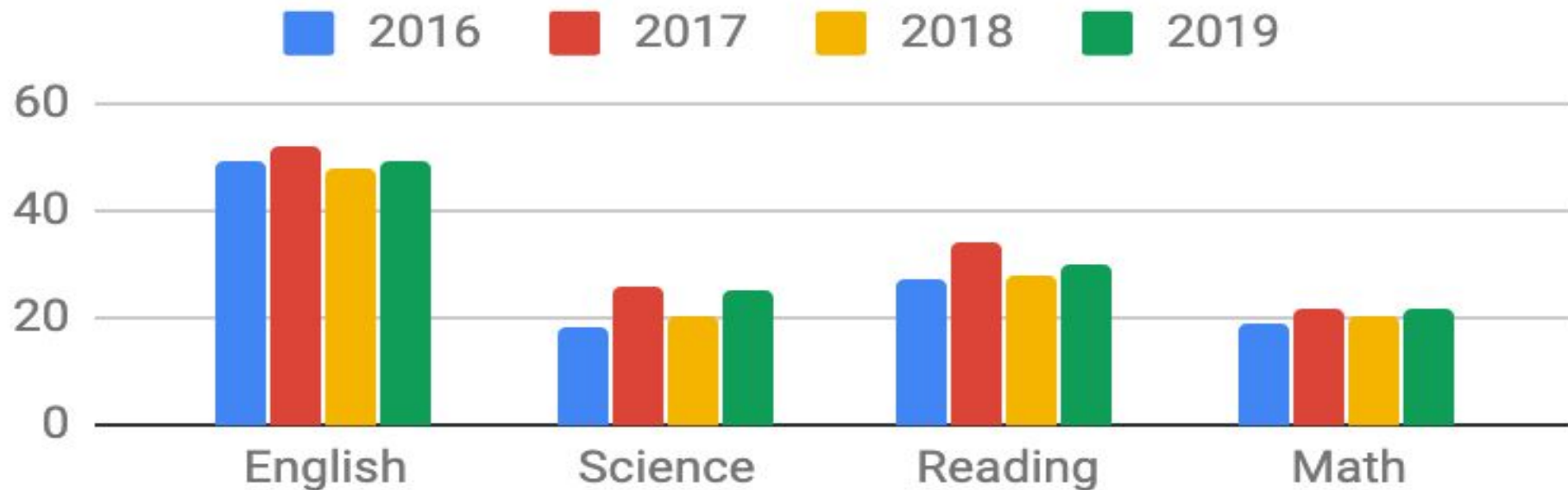




9th Grade Ready/Exceeding

North Little Rock High School

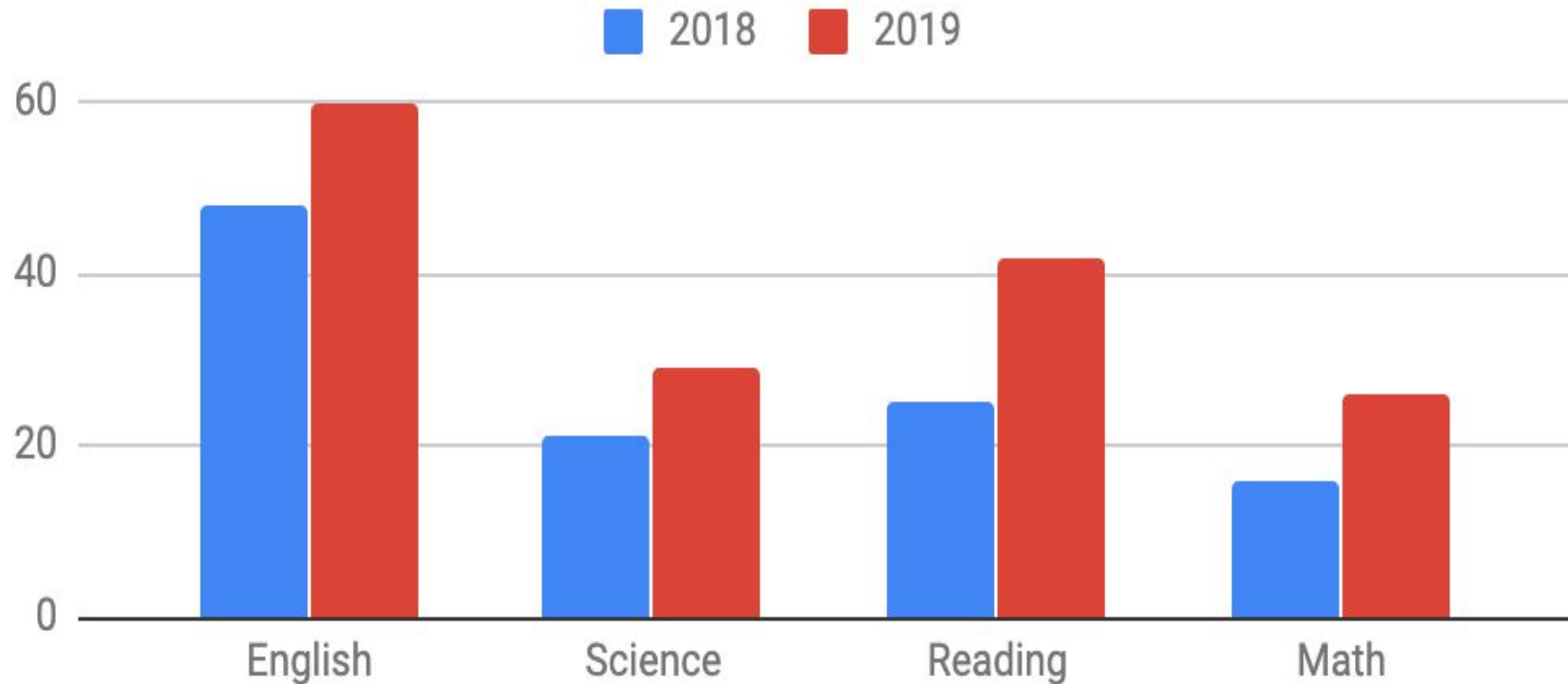
English, Science, Reading and Math





9th Grade Ready/Exceeding

Center Of Excellence

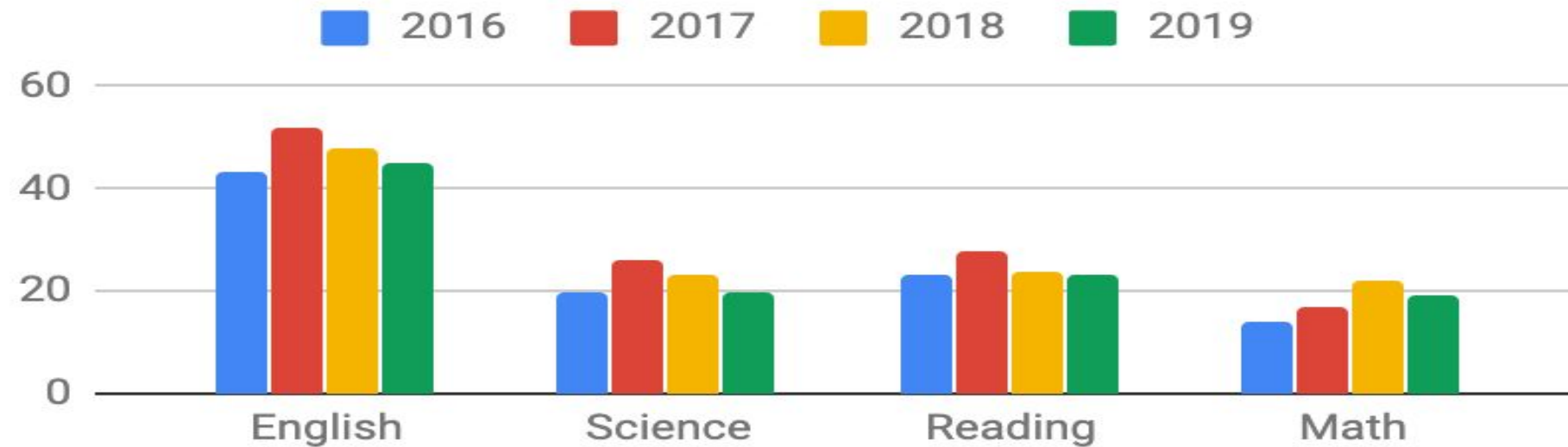




10th Grade Ready/Exceeding

North Little Rock High School

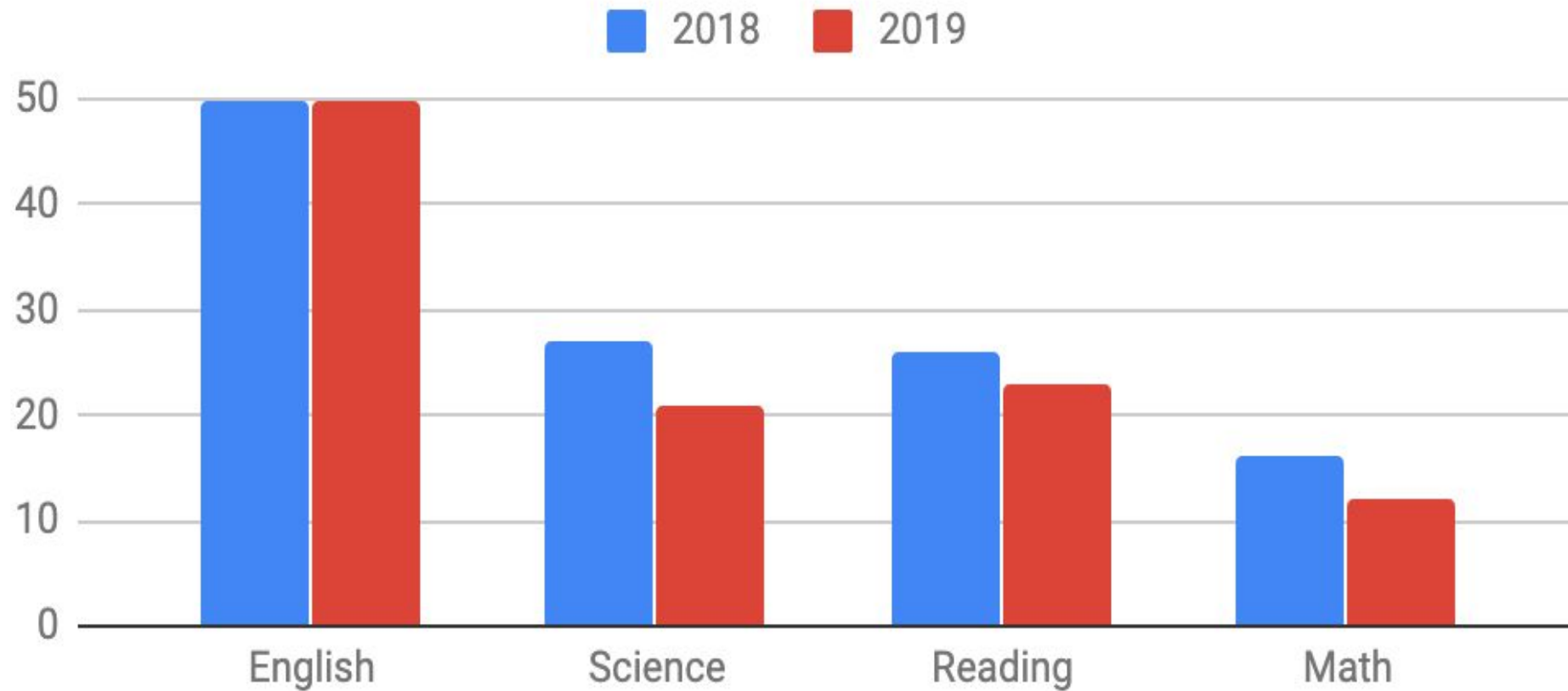
English, Science, Reading and Math





10th Grade Ready/Exceeding

Center Of Excellence





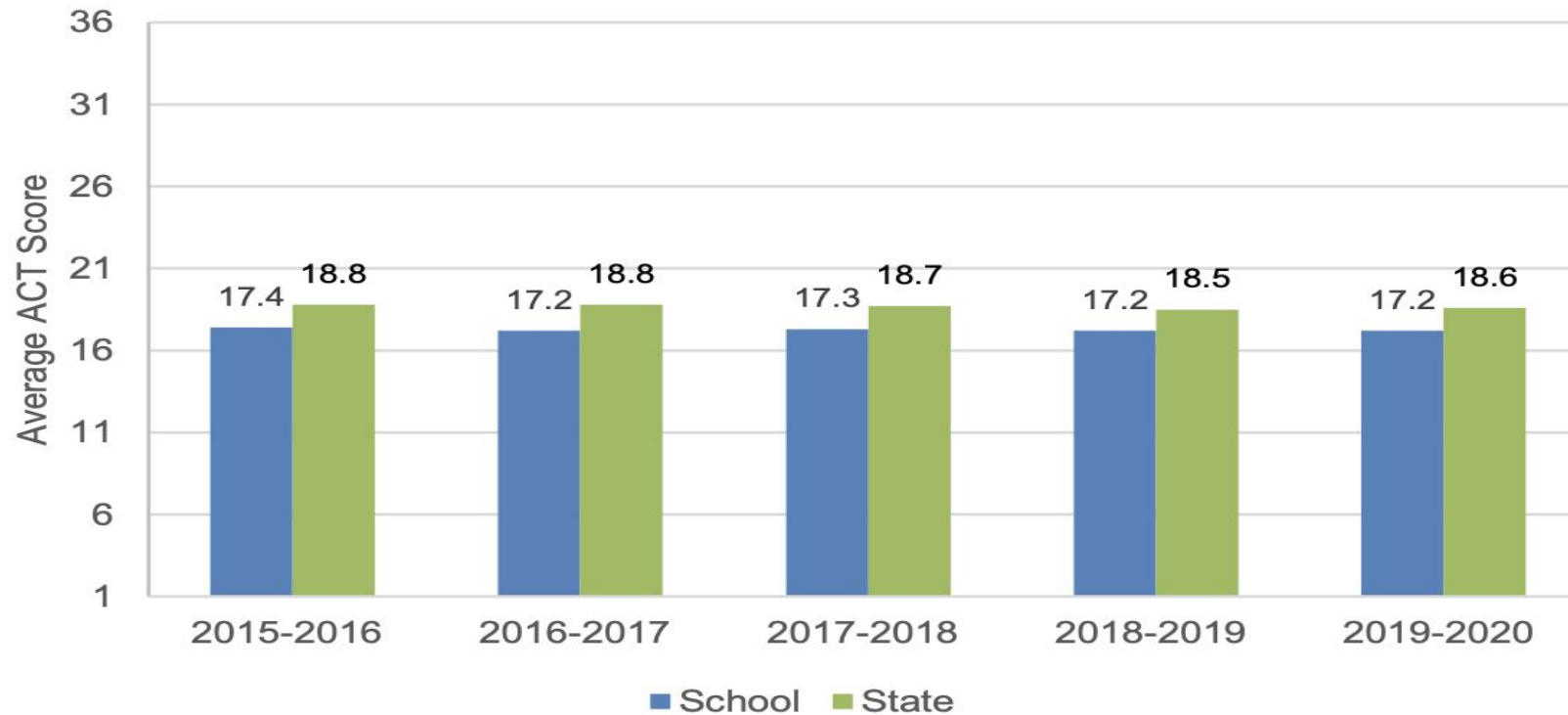
American College Testing (ACT)



Average ACT Score Trends Grade 11

North Little Rock High School

Figure 1.1. Average Composite Scores: 5 Years of Testing*

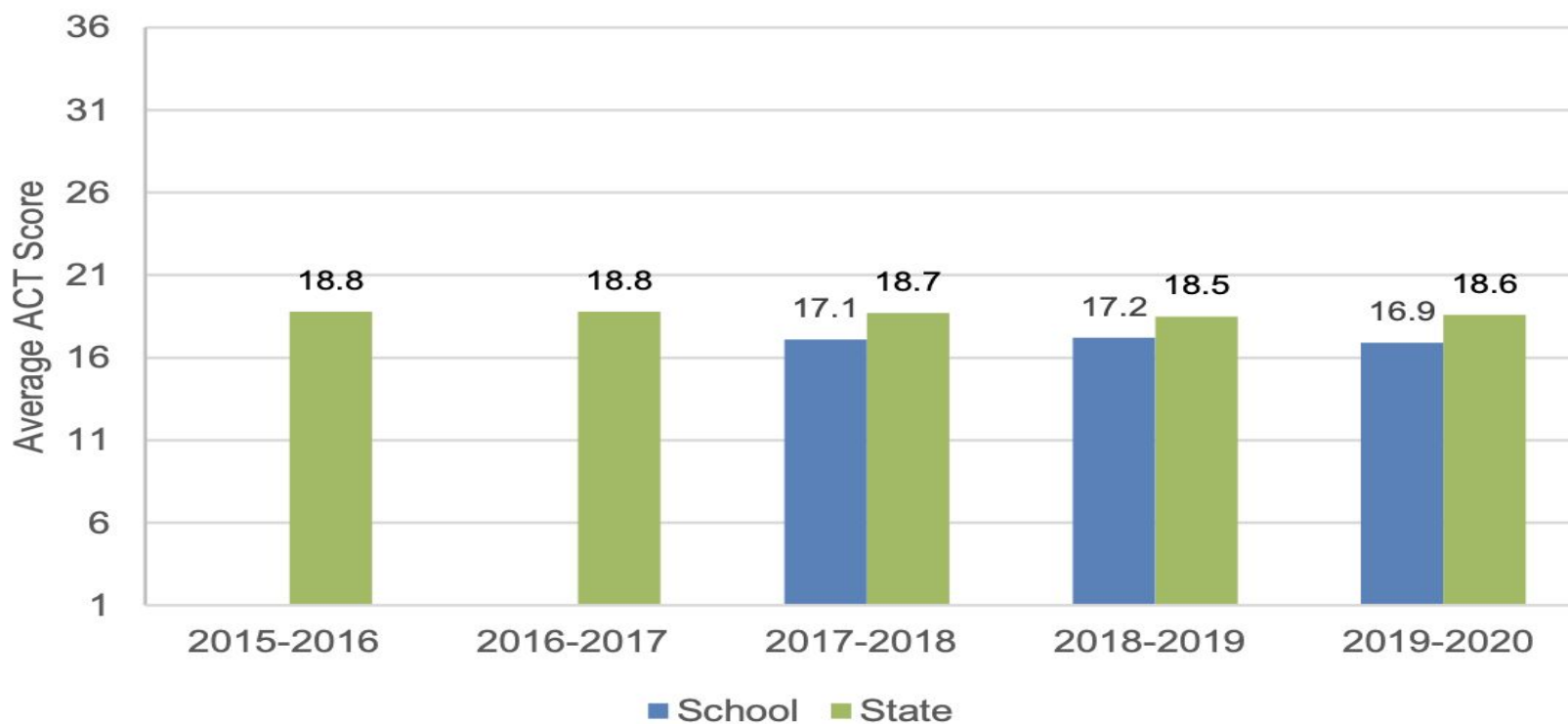




Average ACT Score Trends Grade 11

Center of Excellence

Figure 1.1. Average Composite Scores: 5 Years of Testing*





North Little Rock
School District

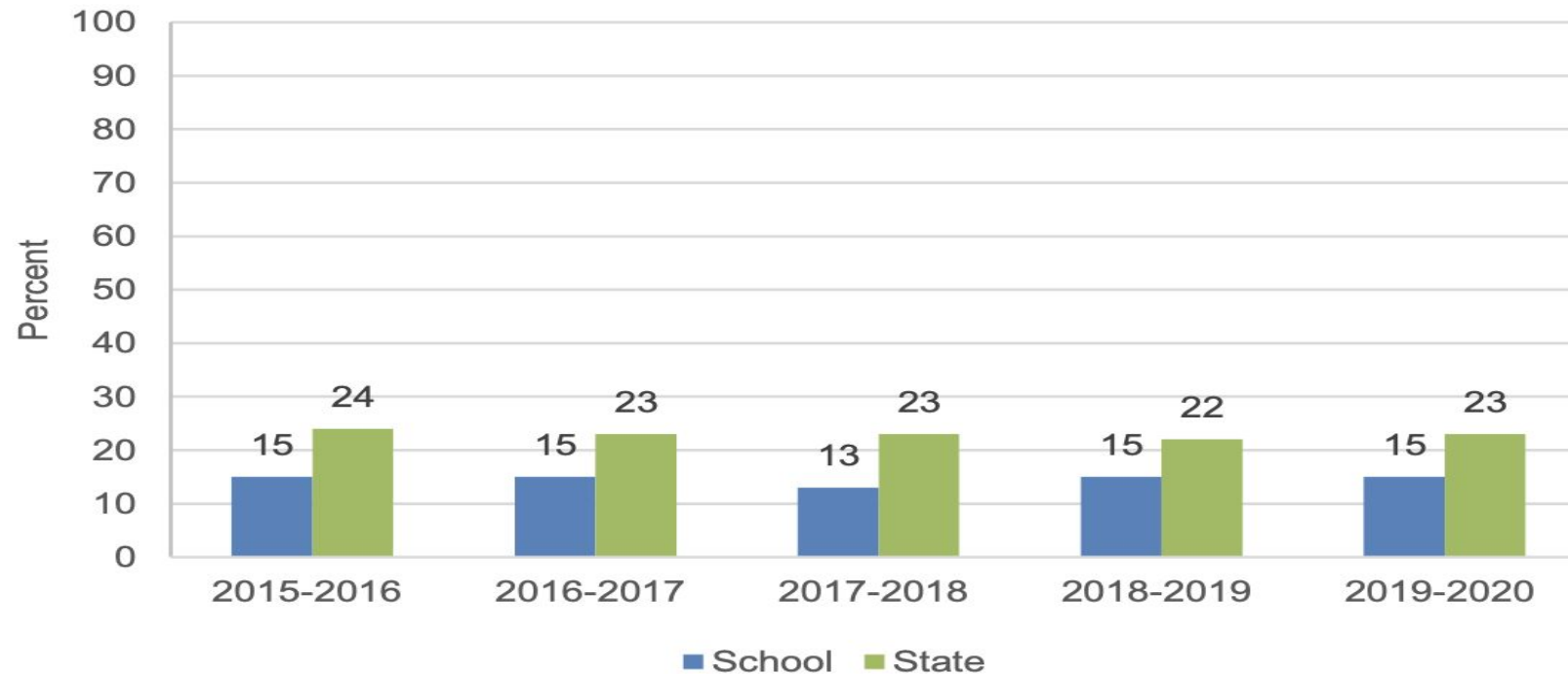
College Readiness



College Readiness Comparison

North Little Rock High School

Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*

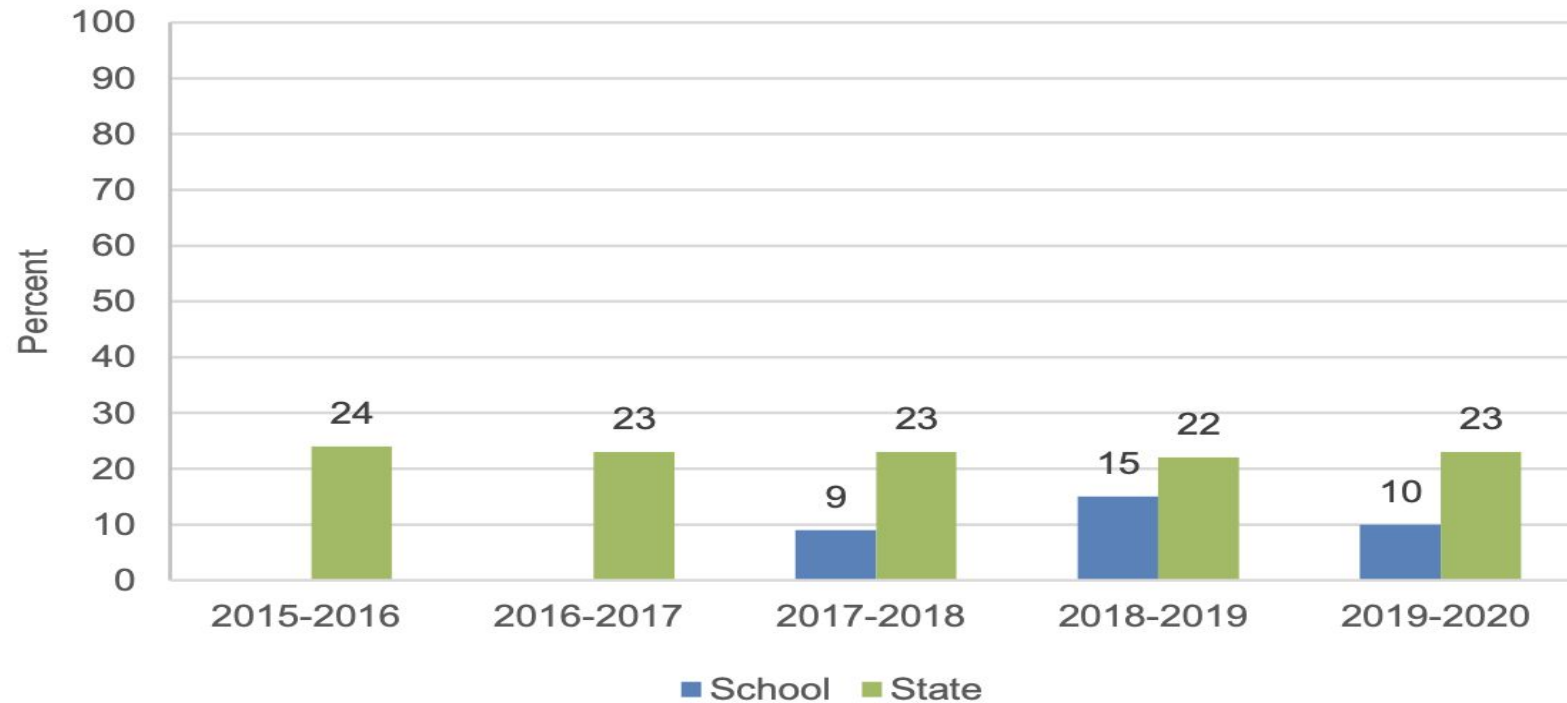




College Readiness Comparison

Center of Excellence

Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*





College Readiness Benchmark

North Little Rock High School

Table 1.1. Five Year Trends—Percent of Students Who Met College Readiness Benchmarks

Year	Number of Students		Percent Who Met Benchmarks									
	Tested		English		Mathematics		Reading		Science		Met All Four	
	School	State	School	State	School	State	School	State	School	State	School	State
2015-2016	576	31,081	38	49	15	25	23	31	16	24	9	14
2016-2017	561	31,109	36	49	16	24	21	30	15	22	9	14
2017-2018	467	31,225	36	48	15	24	24	30	12	23	9	14
2018-2019	447	31,402	38	47	15	19	20	31	15	23	8	13
2019-2020	396	28,437	39	48	16	22	19	30	14	23	10	14



College Readiness Benchmark

Center of Excellence

Table 1.1. Five Year Trends—Percent of Students Who Met College Readiness Benchmarks

Number of Students			Percent Who Met Benchmarks									
Year	Tested		English		Mathematics		Reading		Science		Met All Four	
	School	State	School	State	School	State	School	State	School	State	School	State
2015-2016	0	31,081	.	49	.	25	.	31	.	24	.	14
2016-2017	0	31,109	.	49	.	24	.	30	.	22	.	14
2017-2018	86	31,225	37	48	12	24	20	30	7	23	5	14
2018-2019	111	31,402	35	47	14	19	24	31	21	23	9	13
2019-2020	84	28,437	33	48	8	22	24	30	11	23	8	14



Advanced Placement (AP)



Advanced Placement (NLRHS)

North Little Rock High School

Advanced Placement (AP)

	2015	2016	2017	2018	2019	2020
Total AP Students	397	404	420	375	429	289
AP Students with Scores of 3+	67	80	92	89	115	125
% of Total AP Scores with 3+	16.9%	19.8%	21.9%	23.7%	26.8%	44.3%



Advanced Placement (COE)

Center of Excellence

Advanced Placement (AP)

	2017	2018	2019	2020
Total AP Students	2	43	75	95
AP Students with Scores of 3+	1	7	8	26
% of Total AP Scores with 3+	50%	16.3%	10.7%	27.4%



College Credit Accumulation Rate



College Credit Accumulation Rate

College Credit Accumulation Rate 2019-2020	
All Students.....	41.69%
Race and Ethnicity	
Black/African American.....	29.5%
Caucasian.....	60.6%
Hispanic/Latino.....	28.6%
Economically Disadvantaged.....	28.2%
Special Education.....	17.7%
Homeless.....	20.0%
Gifted and Talented.....	60.5%



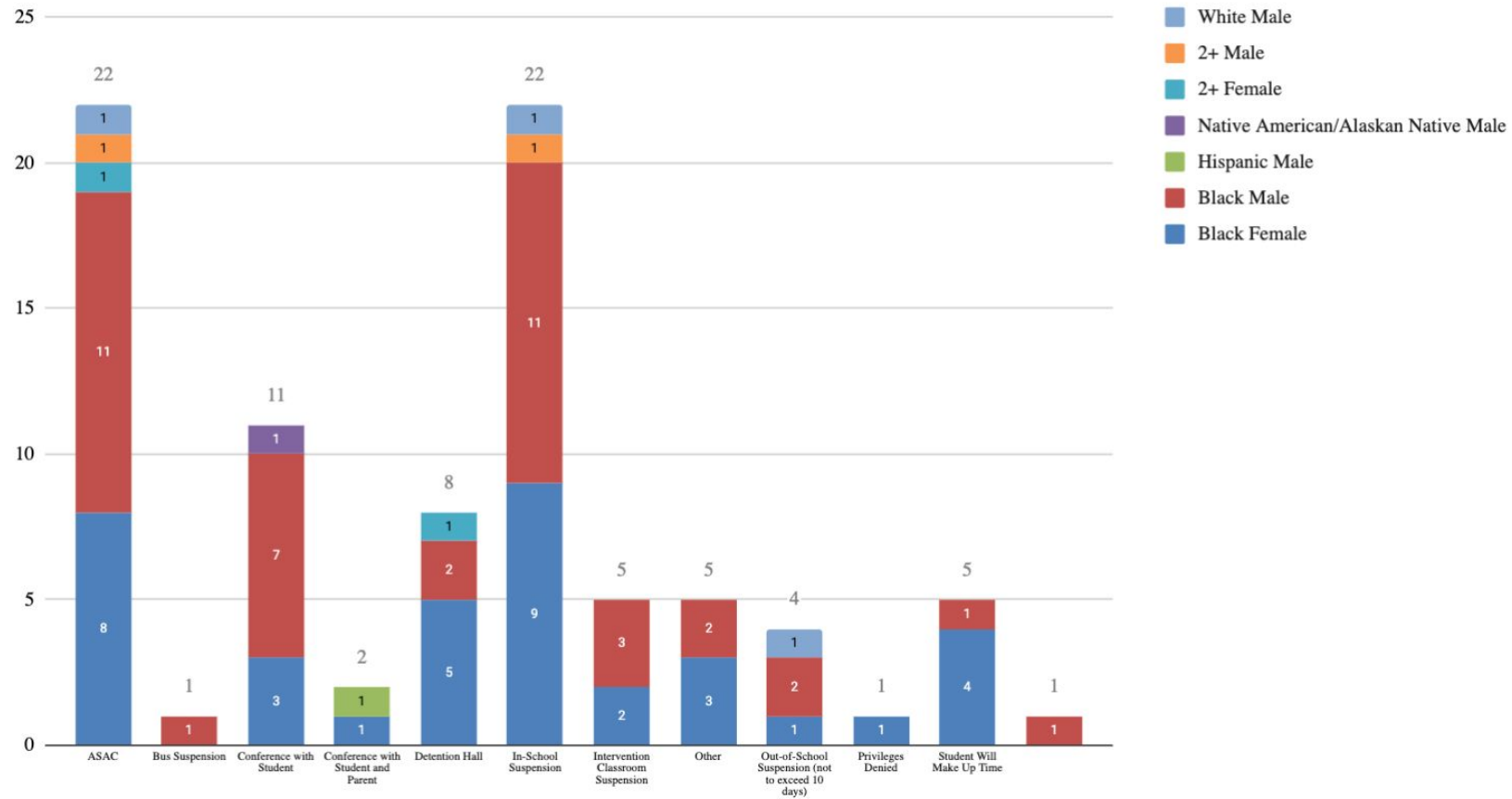
9th and 10th Grade Discipline



Disciplinary Sanctions

9th Grade Discipline Actions

Race/Sex

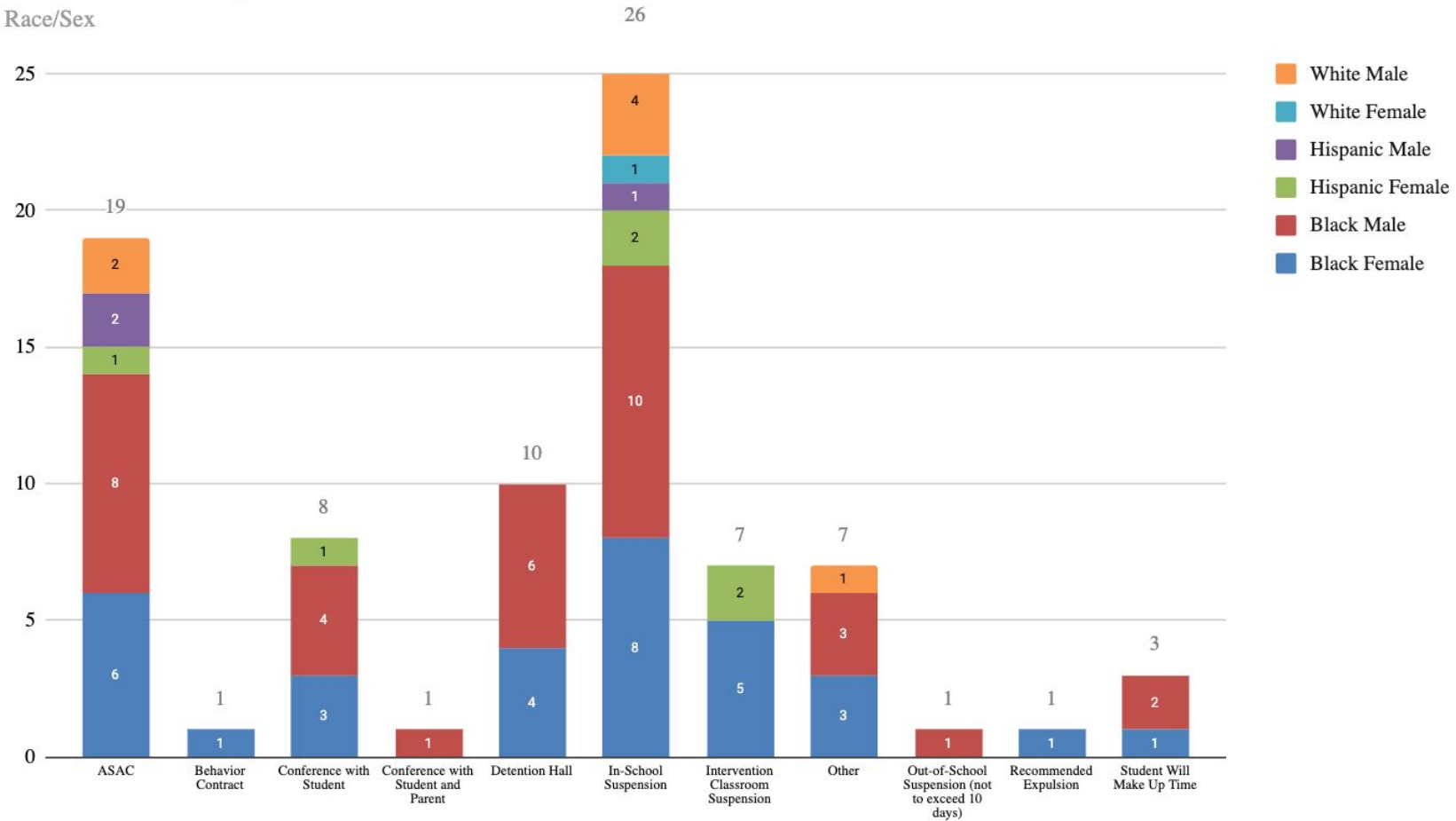




Disciplinary Sanctions

10th Grade Discipline Actions

Race/Sex



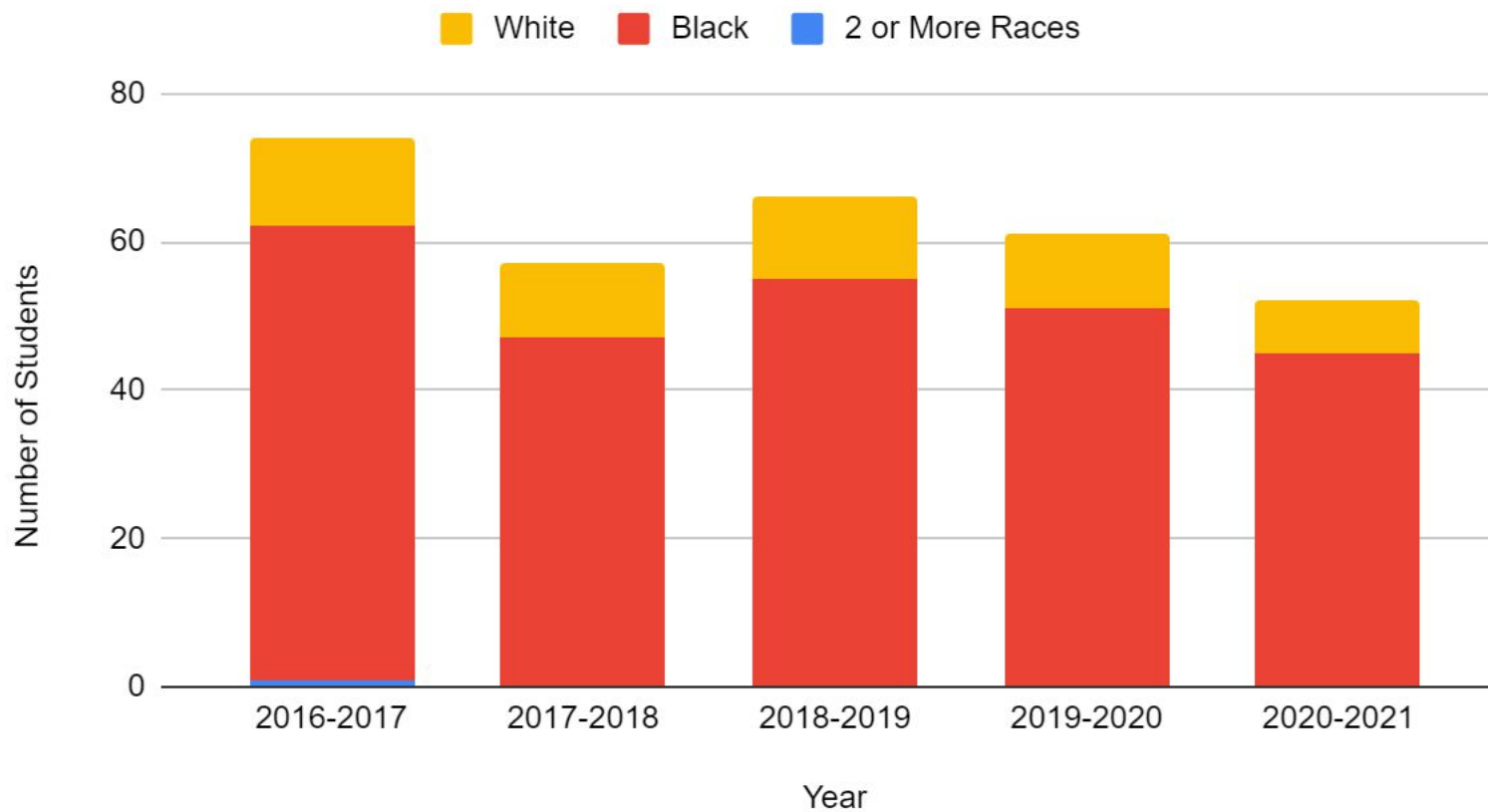


Alternative Learning Environment (ALE)



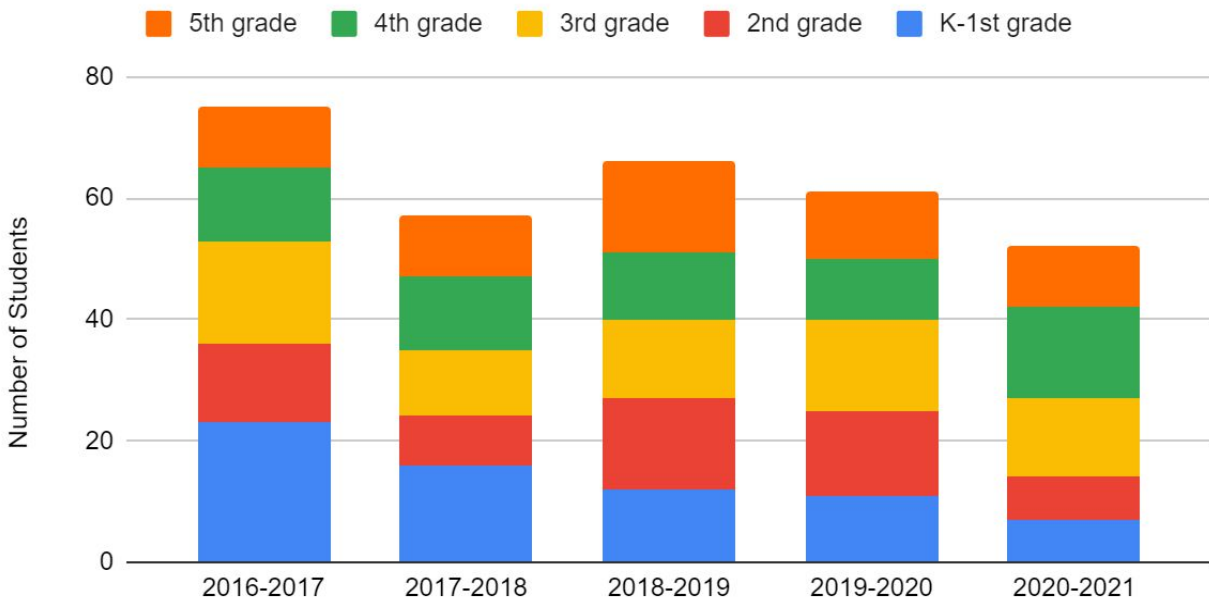
Elementary Student Demographics

Elementary ALE Demographic Data





Elementary Grade Level Enrollment

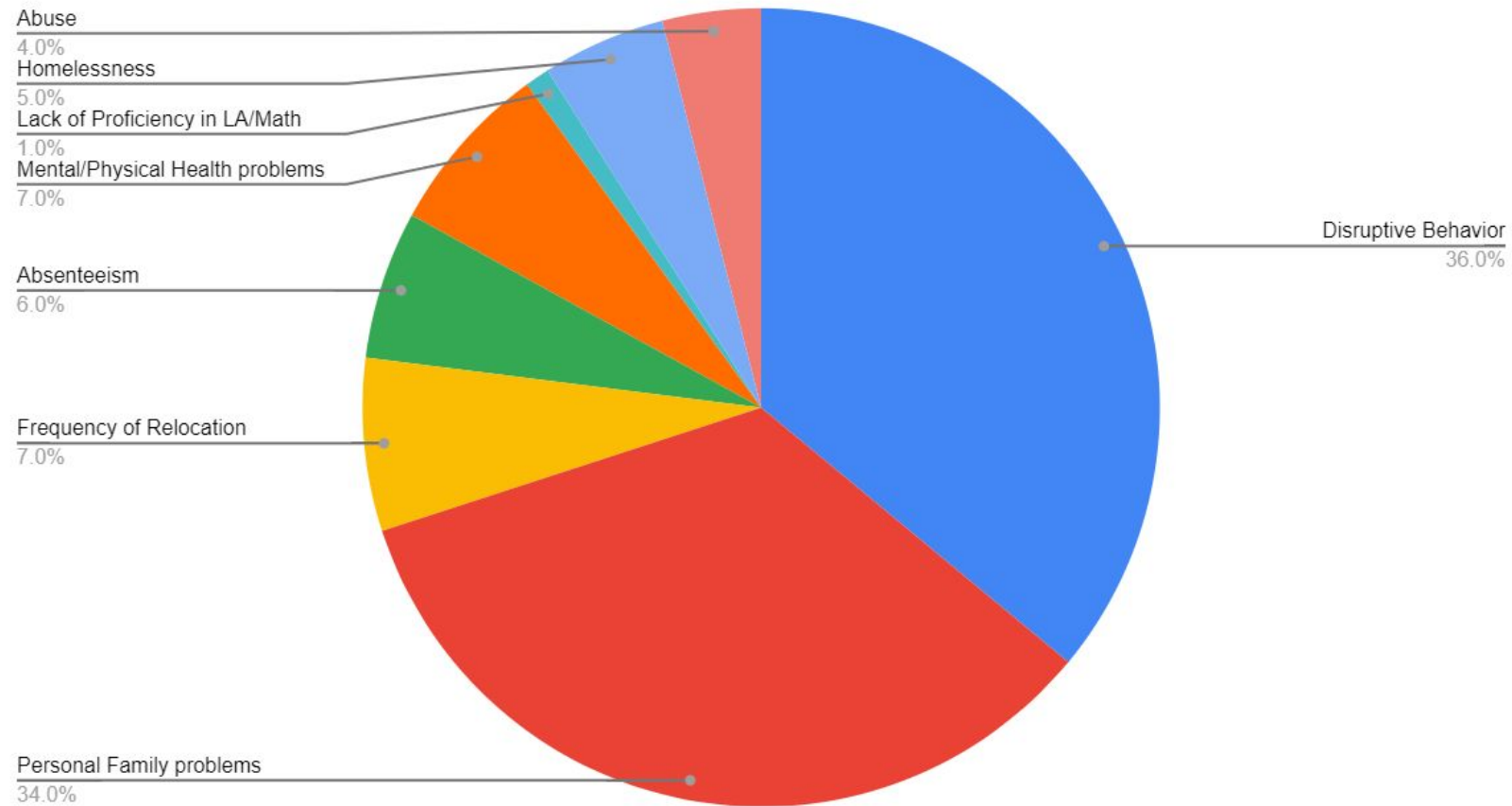


Year	K-1st grade	2nd grade	3rd grade	4th grade	5th grade	Total
2016-2017	23	13	17	12	10	75
2017-2018	16	8	11	12	10	57
2018-2019	12	15	13	11	15	66
2019-2020	11	14	15	10	11	61
2020-2021	7	7	13	15	10	52



Elementary Program Entry

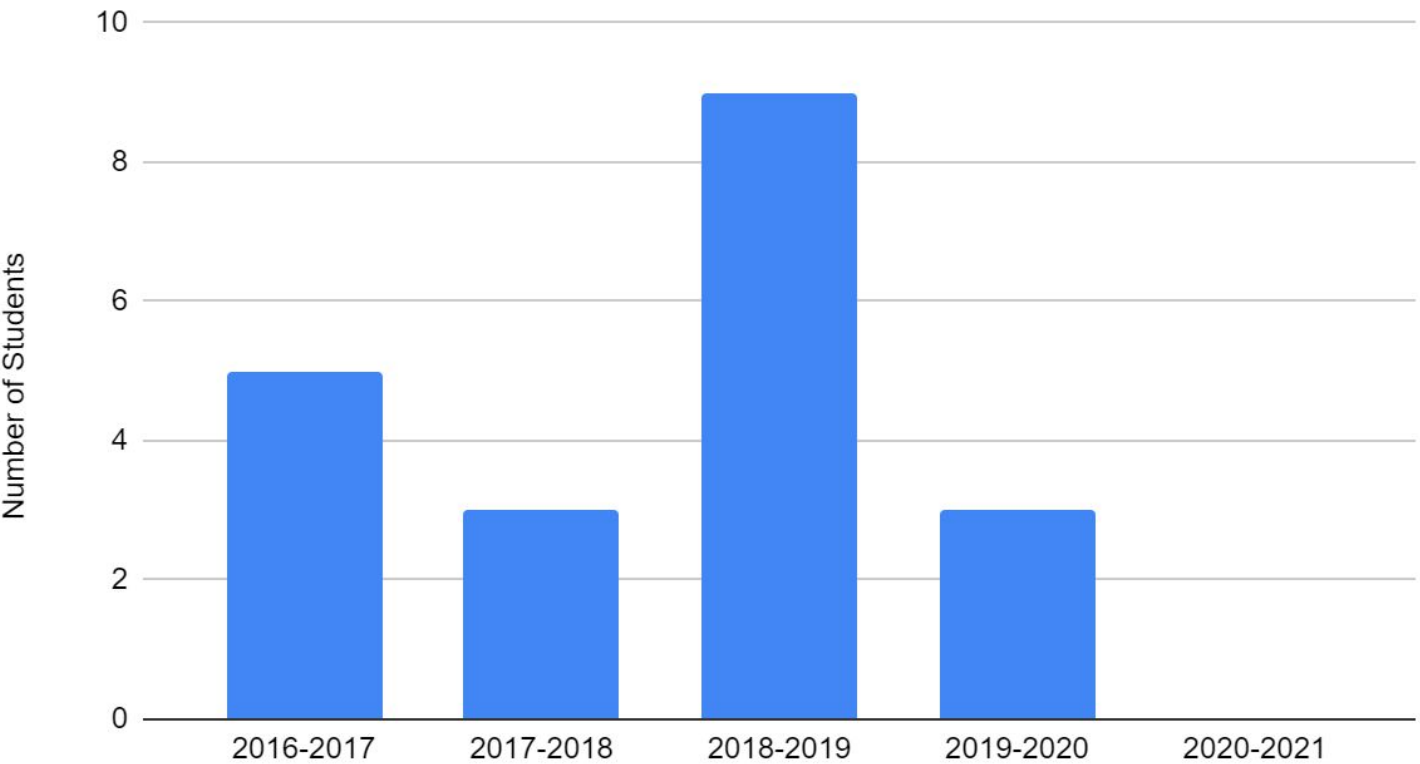
Reasons for ALE Entry - Elementary





Elementary Program Exit

Total Exited - Elementary

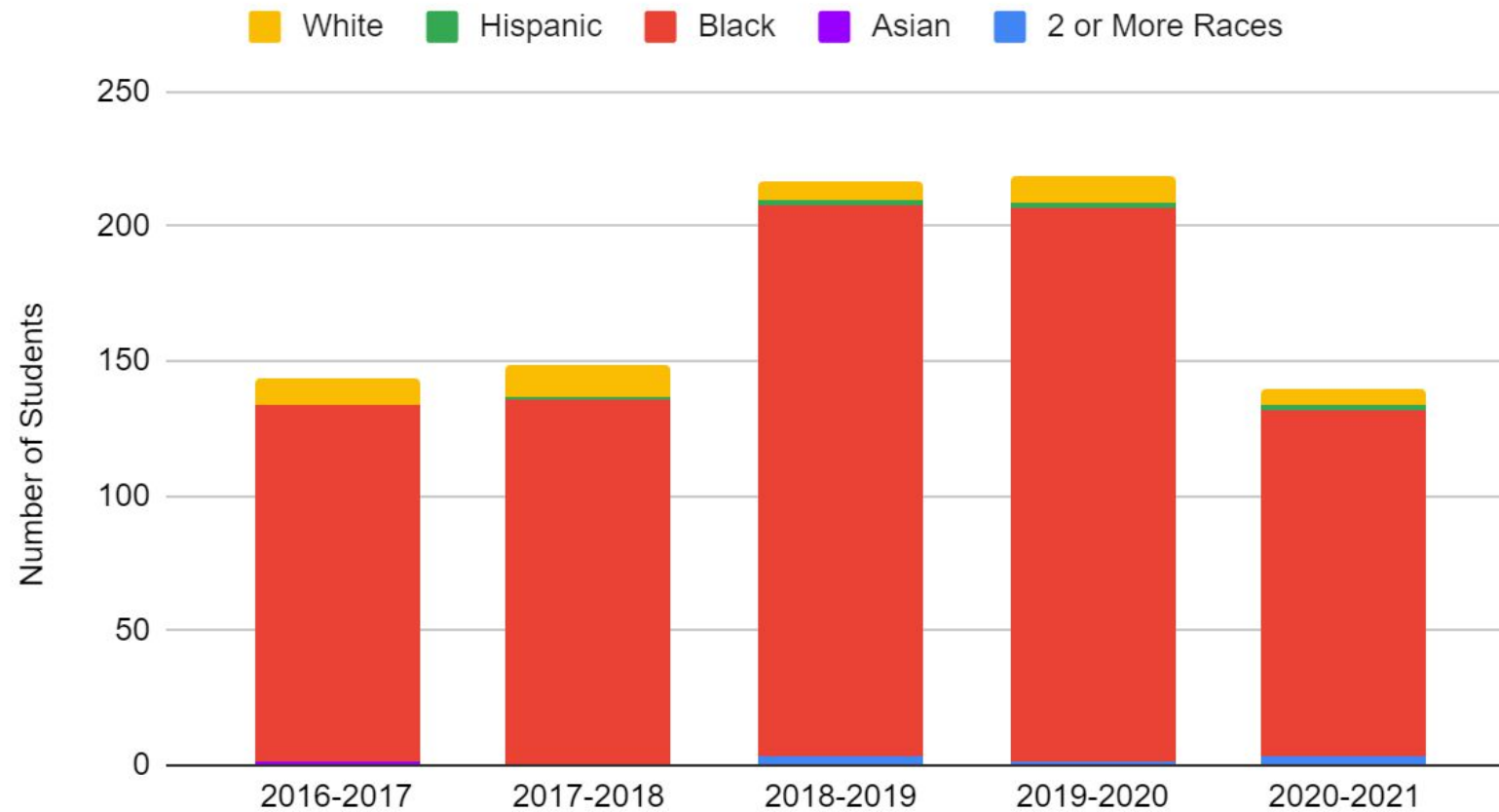


Year	Total Exited - Elementary	Total Enrollment
2016-2017	5	75
2017-2018	3	57
2018-2019	9	66
2019-2020	3	51
2020-2021	0	52



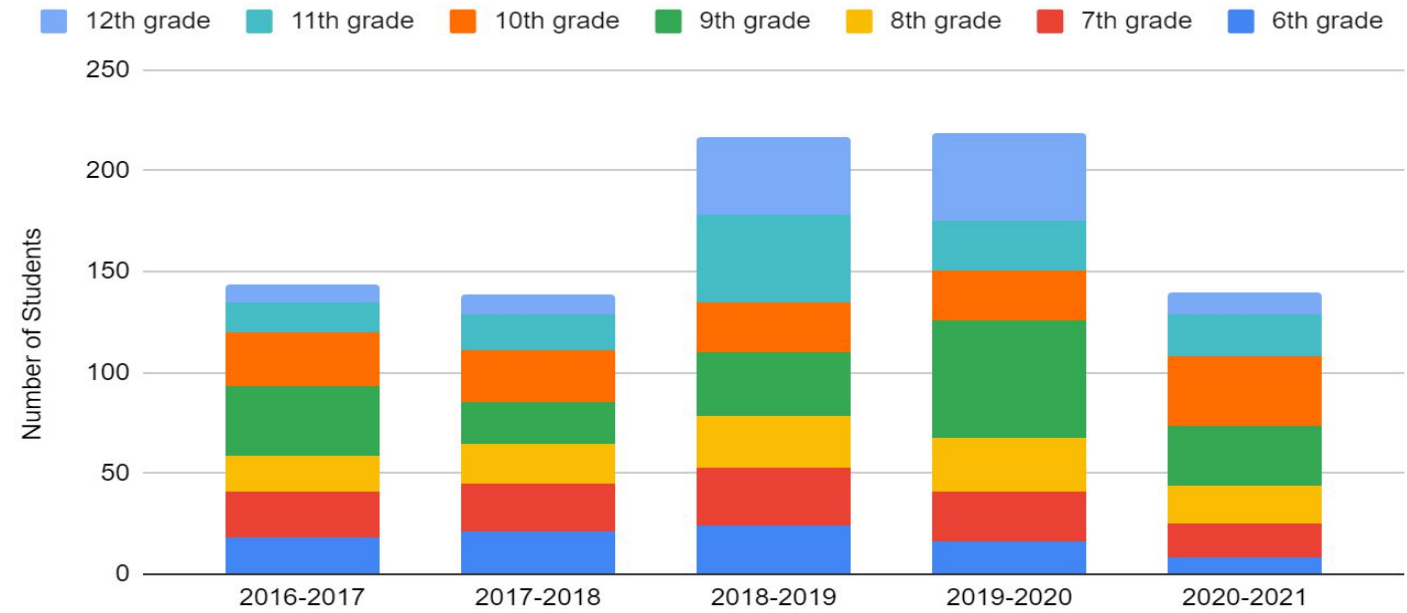
Secondary Enrollment

Secondary ALE Demographic Data





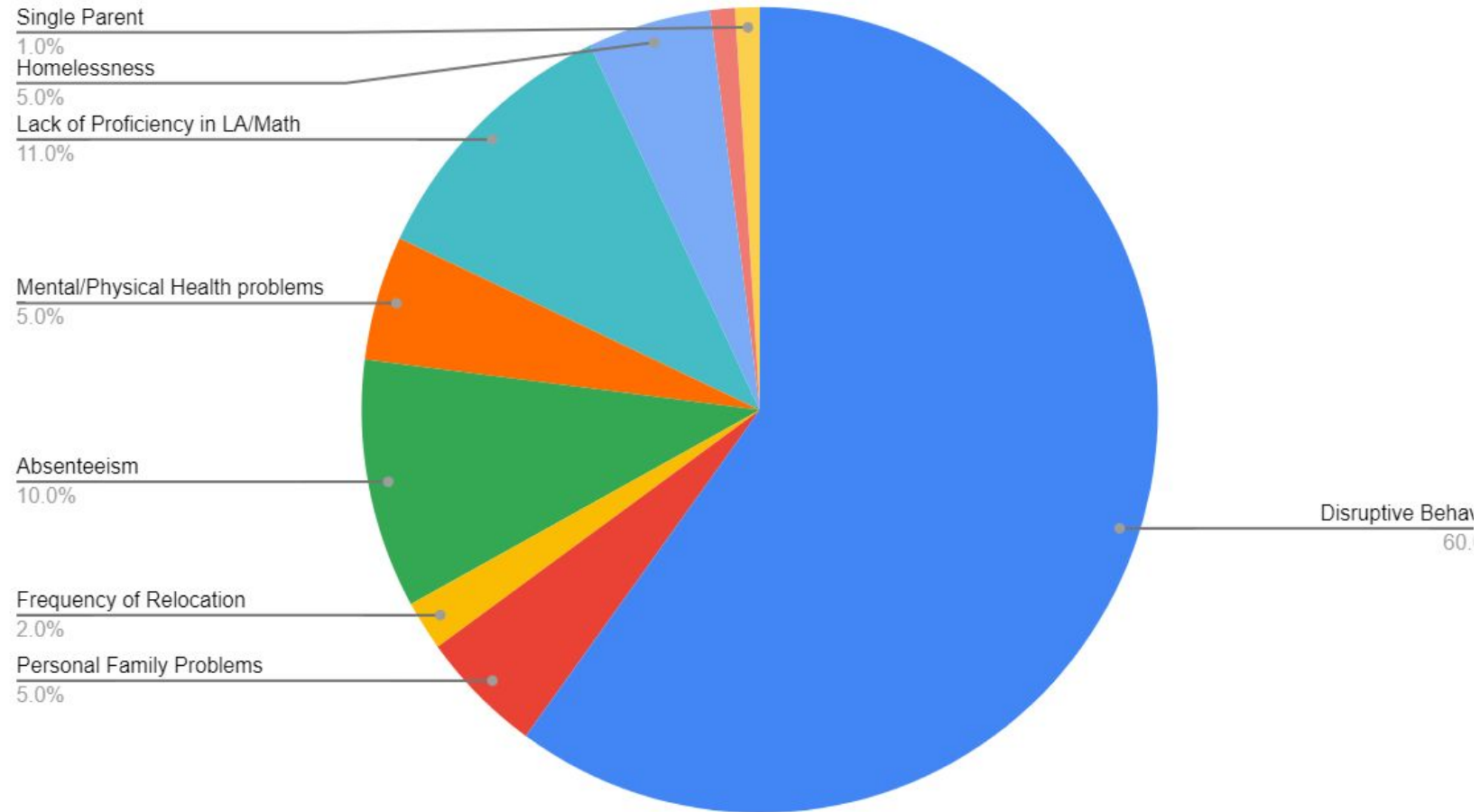
Secondary Grade Level Enrollment



Year	6th grade	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade
2016-2017 (May 2017)	18	23	18	34	27	15	9
2017-2018 (May 2018)	21	24	20	20	26	18	10
2018-2019 (April 2019)	24	29	25	32	25	43	39
2019-2020 (August 2019)	16	25	27	58	25	24	44
2020-2021	8	17	19	30	34	21	11

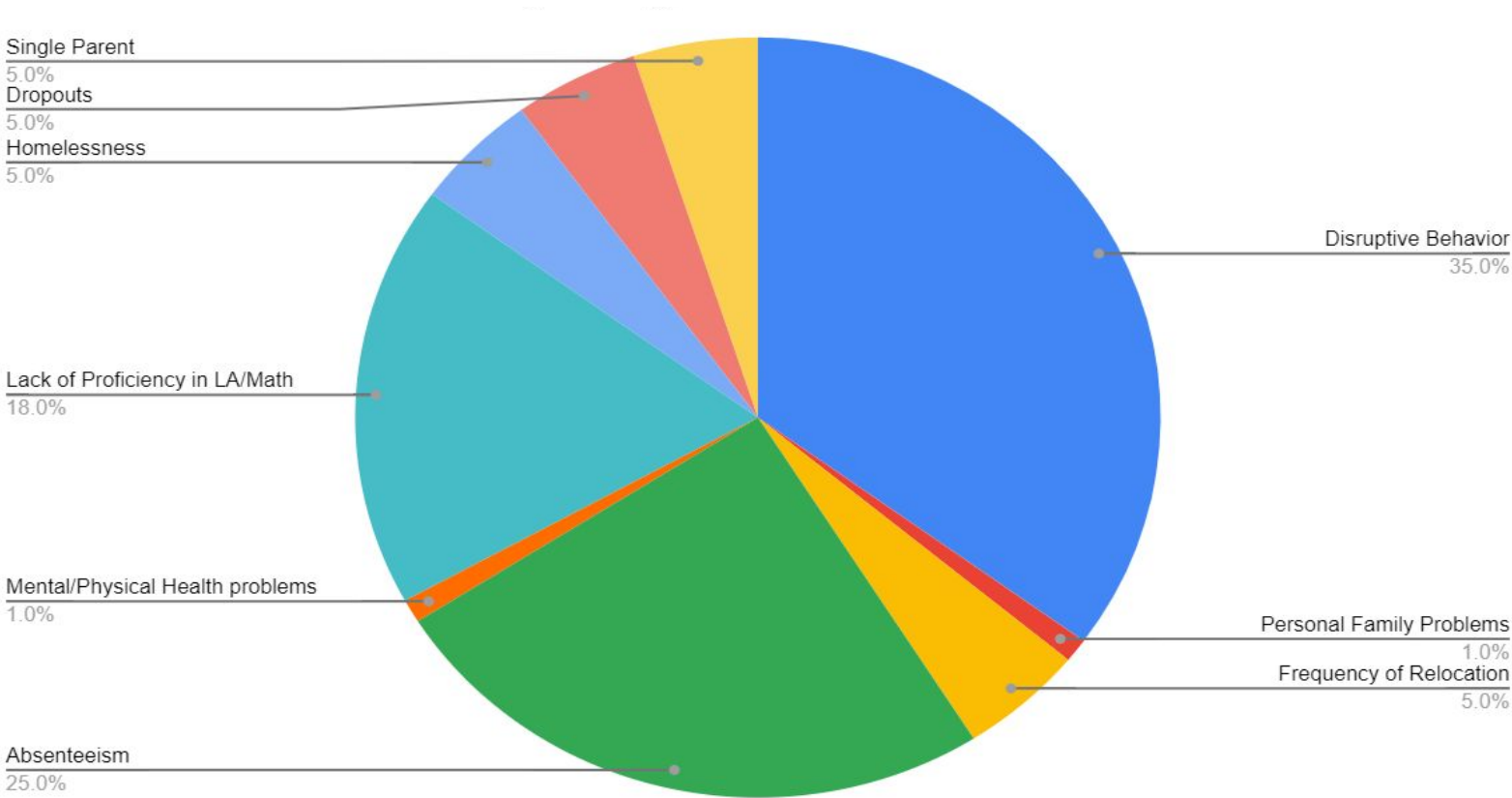


Middle School Program Entry





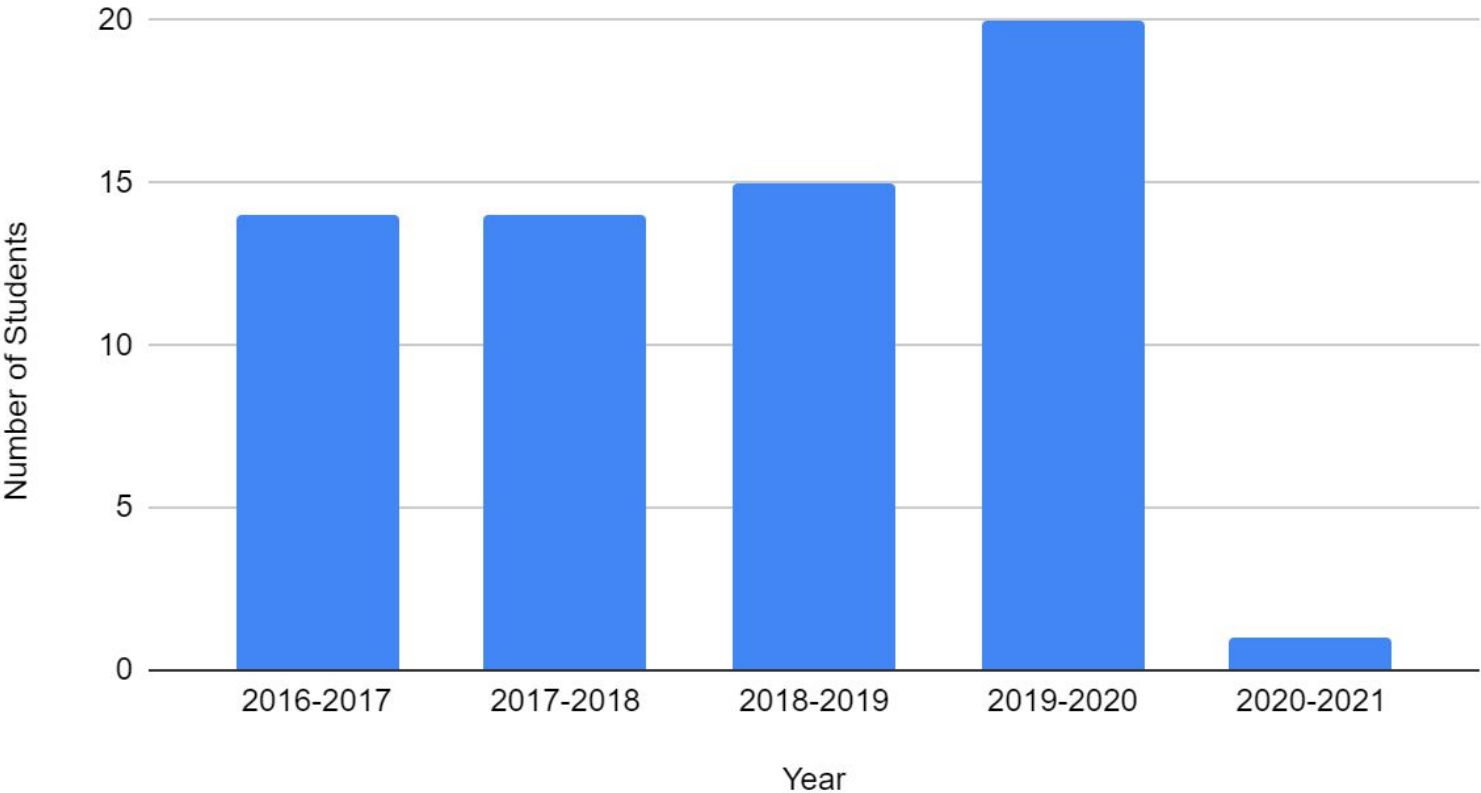
High School Program Entry





Secondary Program Exit

Total Exited - Secondary



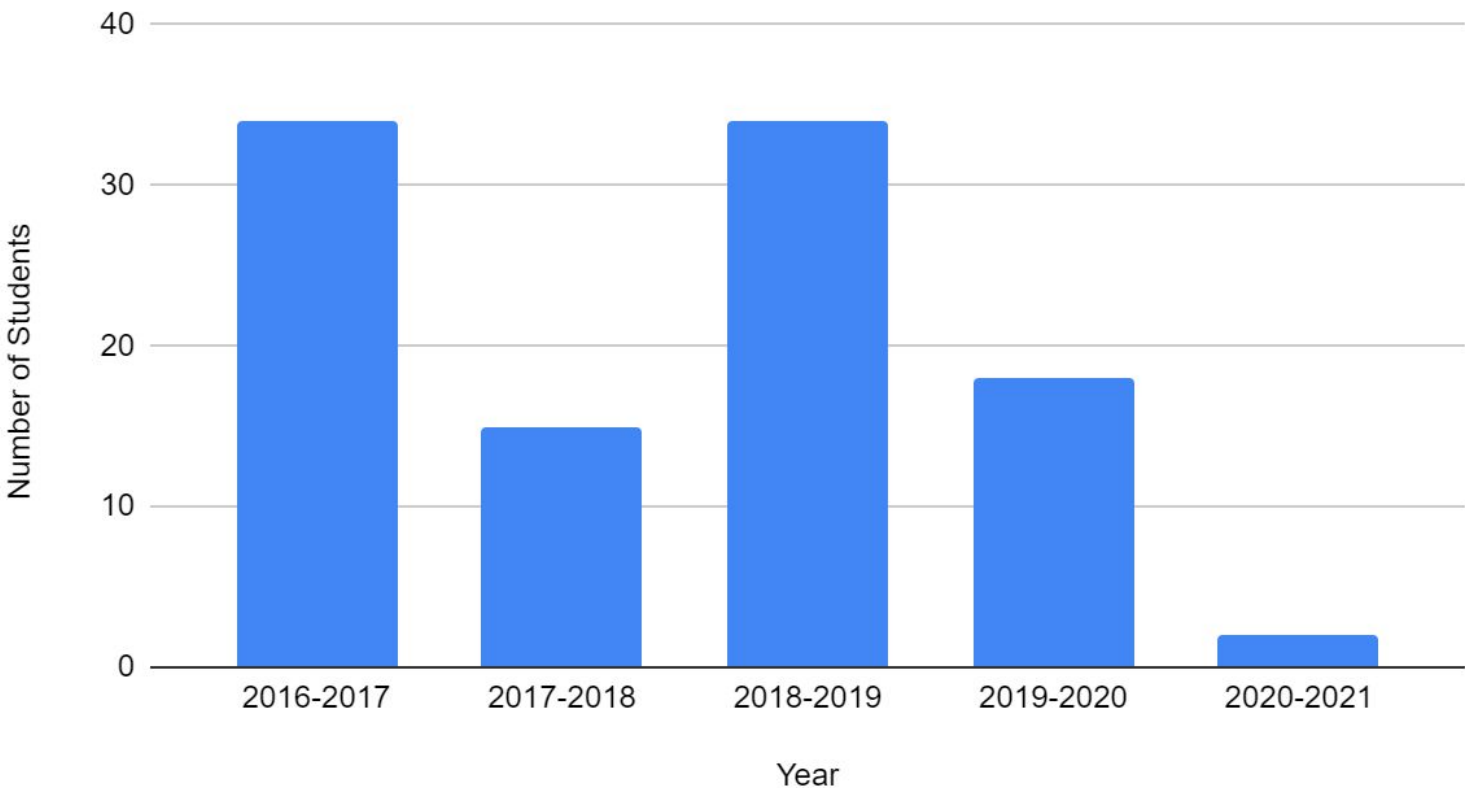
Year	Total Exited - Secondary	Total Enrollment
2016-2017	14	144
2017-2018	14	149
2018-2019	15	217
2019-2020	20	220
2020-2021	1	140



ALE Student Graduation

Totals

Total Graduated



Year	Total Graduated as an ALE Student
2016-2017	34
2017-2018	15
2018-2019	34
2019-2020	18
2020-2021	2



High School Graduation and College Going Rates



Graduation Rate and College Going Rate

District High School Graduation Rate (4 year) 2019-2020	District College Going Rate 2019-2020
All Students.....82.5%	All Students.....36.8%
Race and Ethnicity	Race and Ethnicity
Black/African American.....78.8%	Black/African American.....29.3%
Caucasian.....90.1%	Caucasian.....50.9%
Hispanic/Latino.....80.7%	Hispanic/Latino.....40.4%
Economically Disadvantaged.....78.2%	Economically Disadvantaged.....28.8%
Special Education.....75.7%	Special Education.....17.5%
Males78.9%	Homeless.....16.1%
Females.....86.1%	Gifted and Talented.....60.0%

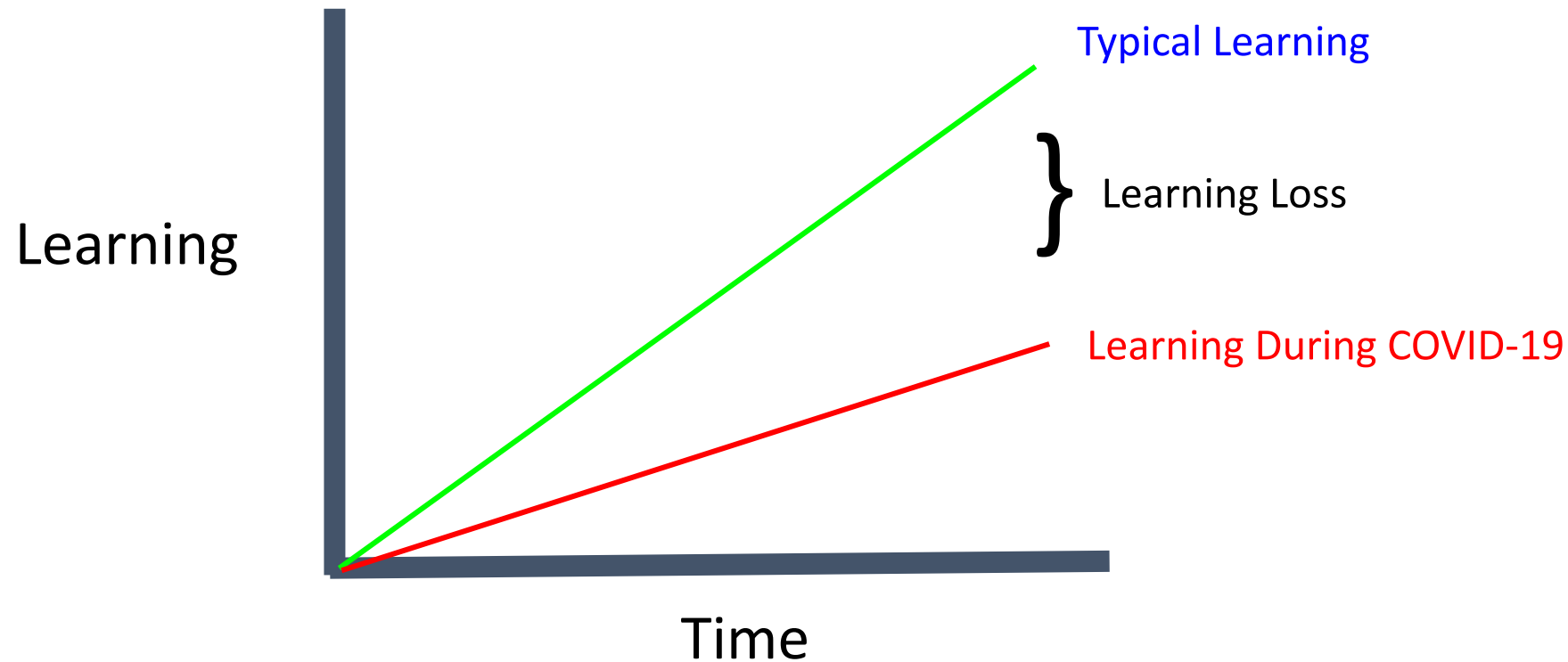


Impact of COVID-19 on Student Achievement



Learning Loss and the Pandemic

How to Think About Learning Loss Associated with COVID-19



Source: Pier, L., Hough, H., Christian, M., Bookman, N., Wilkenfeld, B., & Miller, R. (2021). *COVID-19 and the Educational Equity Crisis: Evidence on Learning Loss from the CORE Data Collaborative*. Policy Analysis for California Education. <https://edpolicyinca.org/newsroom/covid-19-and-educational-equity-crisis>.



Superintendent's 100 Day Listening and Learning Tour Emerging Themes



Context and Background



- Organizational evolution of NLRSD over the last ten years.
- Acknowledging the current state and reality of the NLRSD.
- Three significant leadership changes in the last year and four in the last eleven years.
- COVID-19 Global Pandemic
- New leadership in November 2021
- What do stakeholders believe needs attention in the NLRSD?



Emerging Key Themes

- **Theme 1:** District Culture, Climate and Environment
- **Theme 2:** Relevant, Rigorous, and Innovative Learning
- **Theme 3:** Safe, Healthy, and Supportive Learning Environments
- **Theme 4:** Effective and Sustainable Organizational Effectiveness
- **Theme 5:** Highly Quality Teachers, Leaders, and Staff
- **Theme 6:** Engage, Empower, and Inform Stakeholders



Major Findings:

- A culture often described as “toxic” with negative perceptions internally and externally.
- Disharmony among school board members with the perception of overreaching their role into school operations (ie. staffing positions).
- Stakeholders often describe a “fear” of retaliation from central office leaders and school-based leaders.
- The belief that the current culture and climate places a higher value on athletic programs over academic programs.
- Lack of transparency, communication, and trust in central office leadership plagued by personal agendas.
- Classroom teachers often describing that their “voice” is not heard nor valued.
- A feeling of racial and economic division and tension.
- An outdated vision and mission that stakeholders feel is unclear where the district is focused and headed.



Major Findings:

- Trending stagnant or declining student achievement data points to a concerning achievement gap with six schools below a “C” report card rating.
- A lack of focus on academics, daily rigorous instruction, and uncoordinated curricular programs are believed to be indicators of declining student enrollment over time.
- Lack of centralized curriculum management and coordination resulting in a lack of high quality aligned curriculum, materials, and assessments for all teachers.
- Classroom teachers often feel that initiatives are misaligned, unclear, and too many at one time to implement (ie. ES Standards-based grading, new reading program, and new math program, etc.).
- Outdated instructional technology leading to frustration and loss of instructional time.
- Inconsistent or unclear expectations for Professional Learning Communities (PLC).
- Multiple Learning Management System (LMS) models across all schools (ie. Summit, edgenuity, etc.).
- Implementation of “Wit and Wisdom” reading program.



Major Findings:

- Lack of district control and coordination of all safety and security systems across the district.
- The middle school campus facility is outdated as compared to other school sites and the size is overwhelming as students transition from feeder elementary schools.
- Social and emotional needs of students, teachers, parents, and employees.
- School health and safety during the global pandemic and ongoing concerns regarding COVID-19.
- Outdated central office facilities for district staff (ie. Maintenance, Annex, Food and Nutrition Services, Transportation, NLR Academy, etc.).
- Multiple building facilities under NLRSD control and future use (Ole Main, Police and Courts, Central Office Administration, NLRPD administration, etc.).



Major Findings:

- Lack of consistent district leadership over time and a lack of accountability for job roles and responsibilities.
- Loose district level systems, structures, processes, procedures, guidelines, etc.
- Central office organizational structure misaligned to meet the individual and differentiated needs of schools.
- Lack of a district strategic plan and an absence of short-term and long-term planning.
- Siloed central office functions and collaboration resulting in misaligned support and resource allocation to schools (ie. school budgeting procedures).
- Loose control of district central office functions (ie. Human Resources, Budget and Finance, state and federal sources, etc.).
- Schools feel a major disconnect with central office.
- Inconsistency in school district policy, regulations, and procedures.
- Concerns over employee placement on salary scales and rates of pay.



Major Findings:

- Loose control of human capital positions across the organization.
- Stakeholders believe that hiring practices are based on relationships and “friends” getting jobs over those most “highly qualified” for the role and responsibilities.
- Perception that some central office staff members lack relevant experience for their current job duties and responsibilities resulting in a lack of credibility and trust with employees.
- Inconsistent implementation and mixed reviews on the MCL model across schools to support improvement in teaching and learning.
- Inconsistent informal and formal feedback to classroom teachers to improve instruction.
- Inconsistent professional development for teachers in the use of technology, content implementation, data analysis, and the PLC model.
- Lack of professional learning for all employees on cultural proficiency.



Major Findings:

- Lack of communication internally and externally with all stakeholders.
- Lack of customer service and hospitality to all NLRSD stakeholders.
- Misalignment of city and school district attendance zone limits.
- Loss of students and parents to school choice, homeschooling, and charter schools.
- Support for parents and caregivers and support for accountability
- Lack of support for single parents, Hispanic/Latino and African American communities.
- Lack of parent training on technology, curricular programs, and strategies to support their students.

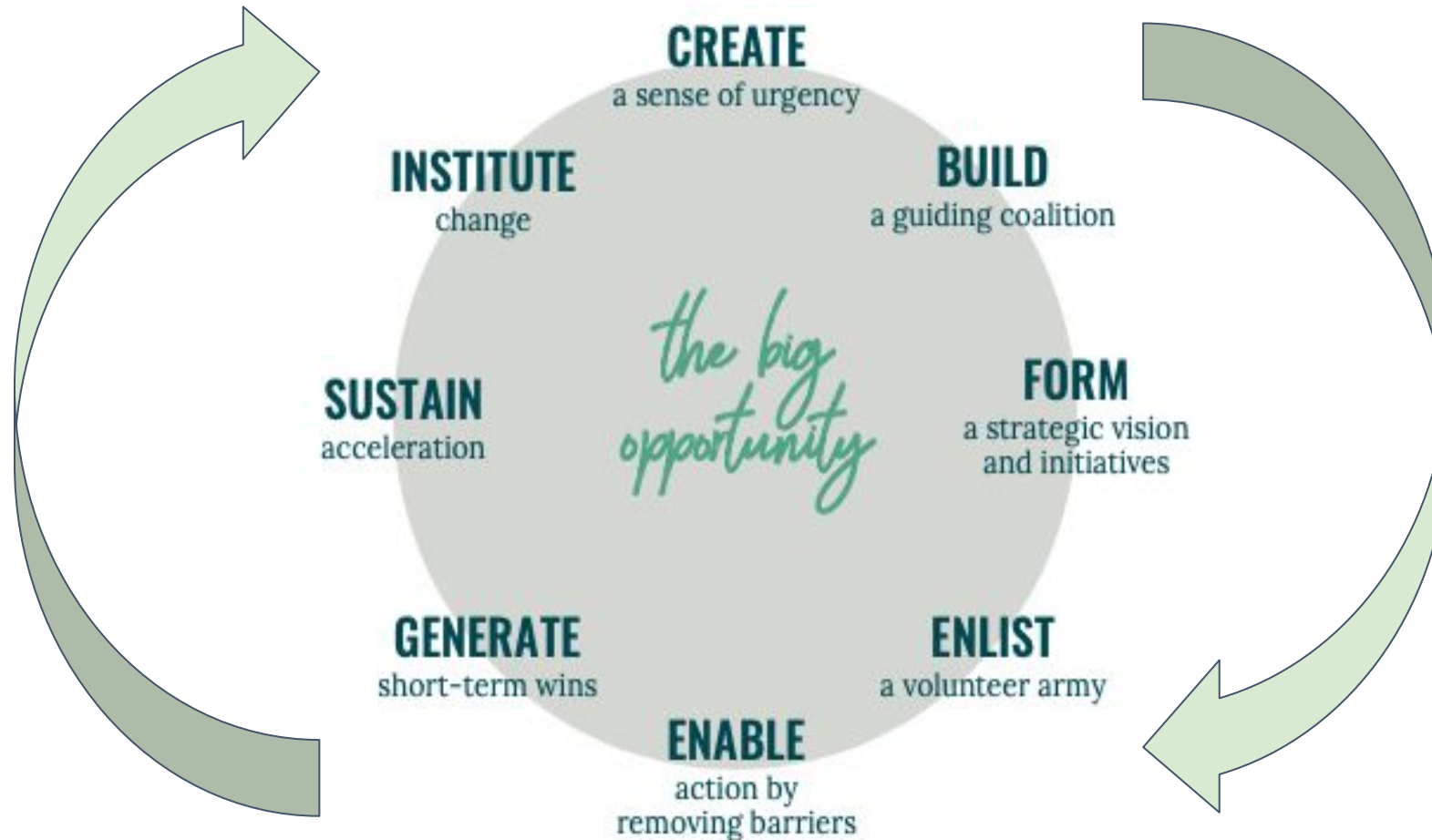


Change is Coming...



Preparing all Stakeholders for Transformation

Kotter's 8 Step Change Model



Source: Kotter, J. (2021.) *The 8 step process for leading change*. Kotterinc. <https://www.kotterinc.com/8-steps-process-for-leading-change/>



Superintendent's Employee Expectations

Follow **W** the chain-of-command and directions

All students first in decision-making

Transparency and communication

Know your **jO**b and do your job

Confidentiality builds trust

Teamwork **K** and collaboration



Superintendent's Next Action Steps

- Implement ongoing professional development to further strengthen the positive working relationship between the Superintendent and School Board Members.
- Conduct a central office organizational chart audit with a redesign for maximum efficiency, performance, and support to improve schools.
- Develop a cohesive Executive Leadership Team at central office aimed to improve the performance of all schools.
- Conduct a curriculum management audit, compensation study audit, financial management audit, human resources management audit, and a school safety and security management audit for deeper analysis into those department functions.
- Conduct a declining enrollment audit with strategies to expand and strengthen educational options and programs to grow student enrollment Prek-12 (ie. Dual-Language Immersion, STEM, Arts Integration, Environmental Science, Ole Main Schools of Automotive Engineering Technologies, Homeland Security and Global Languages, and the Rock 6-57 Learning Institute, etc.).



Superintendent's Next Action Steps Continued

- Prepare all stakeholders for future transformation by communicating Kotter's 8 Step Change Model.
- Unify the community and all stakeholders by creating a shared new vision, mission, core values, and a NLRSD graduate profile for the school system.
- Create a district strategic plan around the key themes from the *100 Day Transition Plan Summary Report* with essential metrics to monitor and research-based strategies to implement for systemic improvement.
- Implement intense professional development for Principals, Assistant Principals, and Teacher Leaders on critical components of transformational instructional leadership to improve teaching and learning at each school site.
- Implement intense professional development for classroom teachers on how to unpack content standards, write classroom objectives, and implement higher level questioning strategies into daily instruction.



Superintendent's Next Action Steps Continued

- Allocate 7.0 FTE positions for dedicated curriculum and instruction support to include district transformational content supervisors of Early Childhood and School Readiness Prek-2, Reading, English, and Integrated Literacy Grades 3-12, Mathematics Grades Prek-12, Science, Environmental Literacy, and Outdoor Education Grades Prek-12, Social Studies Prek-12, Visual and Performing Arts Grades Prek-12, and College, Career, and Technical Education Grades 6-12 to align and coordinate curricular programs Prek-12 and directly support classroom teachers, principals, and programs.
- Provide professional development to all employees on cultural proficiency while implementing strategies for meaningful action on equity.
- Redesign the school improvement planning process to more strategically align and focus on rigorous, relevant, and innovative learning metrics and strategies at each site.
- Provide protocols for the school districts internal data management, accountability, and assessment system to report instructional data by student group.
- Analyze school schedules to ensure instructional time is used effectively and efficiently while increasing daily learning time to include implementing extended year and day programs at each site.

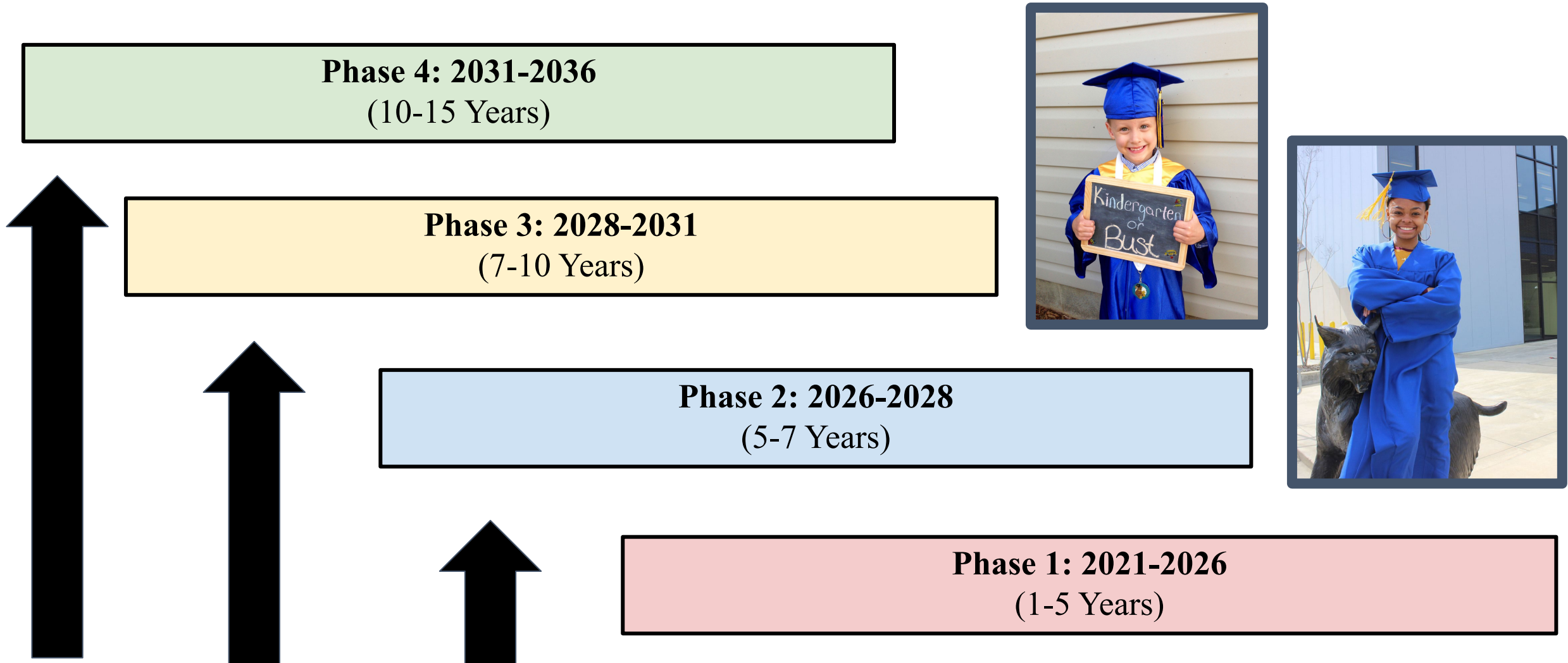


Superintendent's Next Action Steps Continued

- Create a differentiated targeted support plan for all schools below a School Report Card Rating of “C”.
- Implement a school-based budget process for principals to communicate and align individual needs and resources while aligning and coordinating district funding sources.
- Implement a district policy and regulation development structure to update and create school board policies and regulations to guide the governance structure of the NLRSD.
- Develop a 5 year Technology Plan and implement upgrades to student and staff technology needs to improve instruction.
- Analyze school district building projects with a top priority of the middle school campus with an emphasis on smaller learning communities.
- Implement engagement strategies to improve communication internally and externally with all stakeholders of the NLRSD.
- Present the Superintendent's 2021-2022 Goals for school board member review and approval in May 2021.

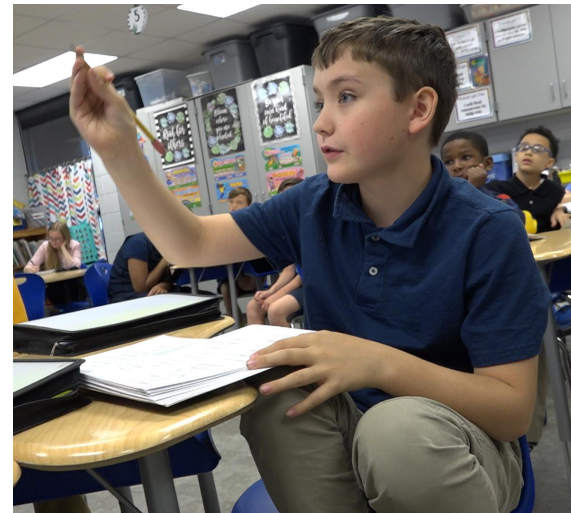


Leading Systemic Transformation in the NLRSD





You just can't
hide that charging
wildcat pride!





North Little Rock
School District

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