



NORTH LITTLE ROCK SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT

AGENDA

Board Workshop - Board of Education

Administration Building
2400 Willow Street
North Little Rock, AR 72114

Viewers will be able to watch the meeting live on YouTube. The YouTube Channel is NLRSD Board Meetings.

Thursday, February 10, 2022 05:30 PM

1. ESSA Update

Presenter: Dr. Torrye Hooper, Deputy Superintendent

[ESSA Update - February 10 2022 \(p. 2\)](#)

2. Got Books, Love Reading Campaign Presentation

Presenters:

Mrs. Lori Smith, Executive Director of Elementary Curriculum, Assessment, and Accountability
Ms. Crystal Barker, Parent and Family Engagement - VIPs Coordinator

[Got Books Reading Campaign Board Presentation \(p. 22\)](#)



Every Student Succeeds Act (ESSA) Overview

Dr. Torrye Hooper, Deputy Superintendent

February 3, 2022



Purpose

- To inform the School Board and other stakeholders on the major components of the Every Student Success Act (ESSA) accountability measures for local school school systems within the State of Arkansas.
- To establish strong solid systems for monitoring, analyzing and improving individual student performance and individual campuses.
- To begin creating goals with timelines, specifically as it relates to the content areas of Math and Reading.





Our Current Starting Point

SCHOOL NAME	District LEA	School LEA	Grade Level	Reading % In Need of Support	Reading % Close	Reading % Ready	Reading % Exceeding	Reading % Met Readiness Benchmark
AMBOY ELEMENTARY SCHOOL	6002000	6002050	3	64.30%	21.40%	5.70%	8.60%	14.30%
BOONE PARK ELEMENTARY SCHOOL	6002000	6002054	3	60.00%	24.40%	13.30%	2.20%	15.60%
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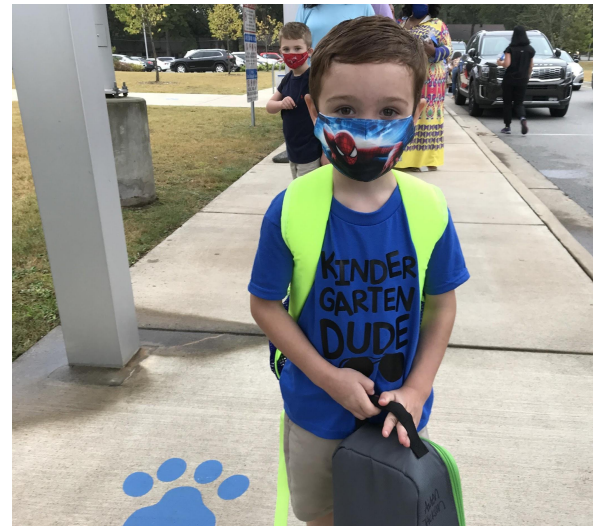
Every Campus has an area of improvement*



Accountability Update

Every Student Success Act (ESSA)

ESSA - is a federal policy from the US Department of Education (USDE) that replaced the No Child Left Behind Act of 1965. In addition, ESSA outlines specifically how the U.S.D.E will hold the State of Arkansas accountable for school performance and focuses on improvement and opportunity for all students.

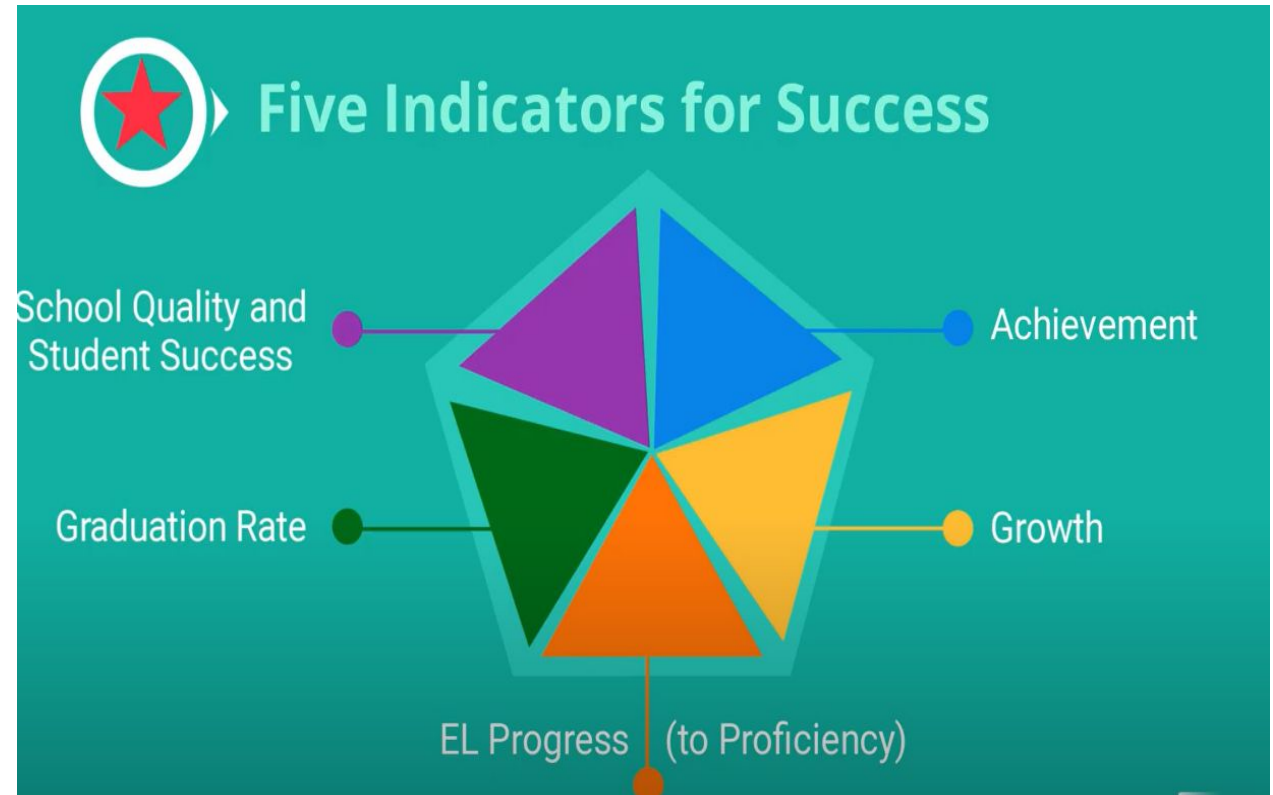
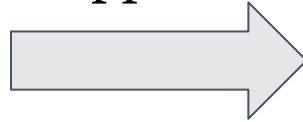




Arkansas Accountability

Purpose:

To ensure compliance with federal and local policy, the State of Arkansas rating system has a multiple measure approach that includes the following:





Accountability Continued



Arkansas ESSA School Index

Component	Weight of Indicator within Index Grades K – 5 & 6 - 8	Weight of Indicator within Index Grades 9 - 12
Weighted Achievement Indicator	35%	35%
Growth Indicator		
Academic Growth	50%	35%
English Language Progress		
Graduation Rate Indicator		15% total
4-Year Adjusted Cohort Rate	NA	4-Yr = 10%
5-Year Adjusted Cohort Rate		5-Yr = 5%
School Quality and Student Success Indicator	15%	15%

customized with feedback from stakeholders



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Every Campus has an
area of improvement*

**2021 Reading
Data



Diving into “Student Growth”



****Growth is measured for all students in grades 3-12 over a period of time in the areas of ELA, Math, and English Language Proficiency**

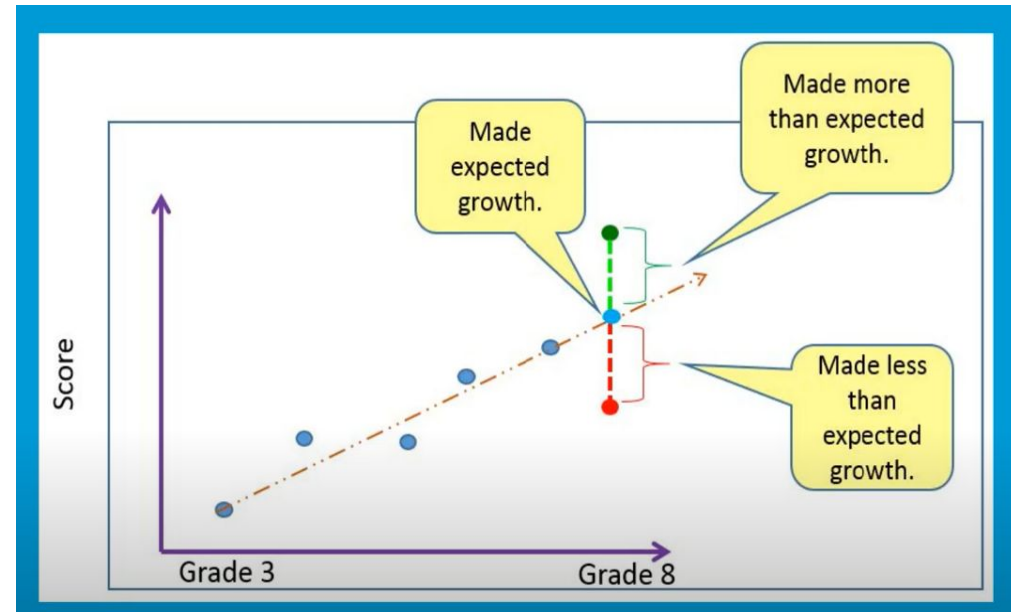


Student Growth Over the Past 2-4 years

Student Growth History



Sample Student "A"





State Expectations as it relates to “Growth”

80 = On average, students met growth





Accountability Rules/Requirements

Description of Indicator (**participation is important)	Assessment Participation. Schools are required to assess at least 95% of students in grades 3-10. If <u><i>schools do not test</i></u> at least 95% of their population, 95% the denominator for calculating achievement will automatically be adjusted to 95%. **Everyone is required to test.
Included Subgroups	•All students <ul style="list-style-type: none">•White•African American•Hispanic•Economically Disadvantaged•English Learner•Students with Disabilities
Assessment and Grade Levels	ACT Aspire; Grades 3-10 Multi-State Alternate Assessment (MSAA) Arkansas Alternative Portfolio Assessment for Science (APA Science); Grades 5, 7, 10 for students flagged for alternate science portfolio
Included Subjects	Math, ELA, and Science

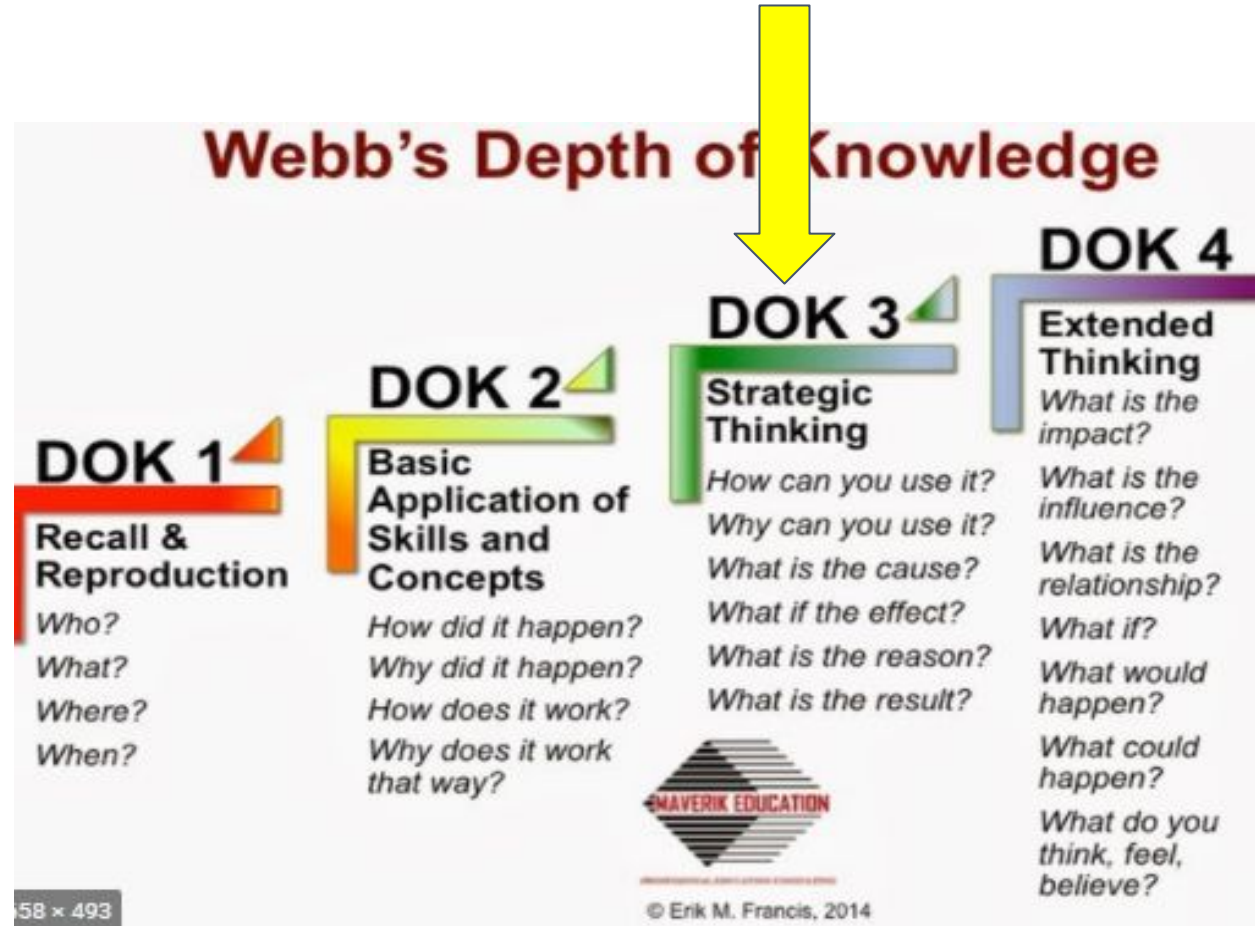


Accountability Rules/Requirements

<p>Students excluded from calculations (**coding is important)</p>	<p><u>ACT Aspire</u></p> <ul style="list-style-type: none">•Incarcerated/Juvenile Detention•EL student with less than a year. Starting in 2018 every student must test•Moved to a different state/out of country•Deceased <p><u>MSAA</u></p> <ul style="list-style-type: none">•EL student with less than a year. Starting in 2018 every student must test•Exempt <p><u>APA Science</u></p> <ul style="list-style-type: none">•Moved out of state/out of country•Out of state transfer enrolled after Jan 15th.•Health problems or pregnancy resulted in extended absence or death
<p>Determining percent tested (**must be completed in Reading/Math)</p>	



Accountability and ACT Aspire





Accountability and ACT Aspire

Exemplar Grade 3 Reading

Reporting Categories

ACT Aspire Reading tests assess skills in the following reporting categories, which are the same as the categories listed in the Common Core State Standards (CCSS) Reading strand and those found in the ACT College and Career Readiness Standards in Reading.

Key Ideas and Details

These questions require students to read texts closely; to determine central ideas and themes and summarize information and ideas accurately; and to understand sequential, comparative, and cause-effect relationships.

Craft and Structure

These questions require students to determine word and phrase meanings and analyze an author's word choice rhetorically; to analyze text structure; and to understand purpose and point of view.

Integration of Knowledge and Ideas

These questions require students to understand how arguments are constructed and to make connections to prior knowledge and between and among texts.



Accountability and ACT Aspire

Passage: "Rolling West"

Rolling West

- 1 Across the empty prairie, a line of wagons rolled slowly along. The wagons' white tops gleamed against the blue prairie sky. The wagons looked like sailing ships drifting among the tall grasses that waved in the wind.
- 2 In the 1800s, people loaded covered wooden wagons with their belongings and headed west on the Oregon Trail with other families. The journey was over two thousand miles long and took up to five months. Mules or oxen pulled the covered wagons. Each wagon looked like a large wooden box on wheels with a rounded cloth top. Its top helped shield the family's clothing, dishes, and few pieces of furniture from sun and rain.
- 3 There were no stores along the Oregon Trail. A covered wagon carried sacks of flour and cornmeal, rice, sugar, dried fruit, and beans. Water barrels and tools for repairs hung

outside the wagon. Little room was left for passengers. Most travelers walked alongside the wagons.

- 4 On the prairie, the Oregon Trail was mainly dirt tracks. The heavy wagons churned up clouds of dust. In rain, wagon wheels sank deep into mud. In the mountains, the trail was sometimes bare rock. On steep mountains, men tied ropes to the front of each wagon and helped the animals pull.
- 5 When a river was deep, men took the wheels off the wagon. They tied a rope to the wagon bed and pulled the wagon bed with the family's belongings across the river. The mules and oxen swam across.
- 6 Many wagons were nearly worn out when they got to Oregon. Wobbly wheels were braced with sticks. Rags were wrapped around wheel hubs to hold the spokes in place. Even so, the covered wagons did their job well.

Sample 3rd grade Reading Passage



Accountability and ACT Aspire

Sample 3rd grade Reading Passage and Question

Rolling West

Across the empty prairie, a line of wagons rolled slowly along. The wagons' white tops gleamed against the blue prairie sky. The wagons looked like sailing ships drifting among the tall grasses that waved in the wind.

In the 1800s, people loaded covered wooden wagons with their belongings and headed west on the Oregon Trail with other families. The journey was over two thousand miles long and took up to five months. Mules or oxen pulled the covered wagons. Each wagon looked like a large wooden box on wheels with a rounded cloth top. Its top helped shield the family's clothing, dishes, and few pieces of furniture from sun and rain.

There were no stores along the Oregon Trail. A covered wagon carried sacks of flour and cornmeal, rice, sugar, dried fruit, and beans. Water barrels and tools for repairs hung outside the wagon. Little room was left for passengers. Most travelers walked alongside the wagons.

What is the main purpose of the highlighted paragraph?

- ☐ A. To describe how covered wagons were used
- ☐ B. To explain how a covered wagon was built
- ☐ C. To tell how families lived in their covered wagons
- ☐ D. To show how animals were used to pull covered wagons

Sequence	Grade	Question type	DOK level	Reporting category
1	3	Selected response	3	Craft and Structure



Accountability and ACT Aspire

Sample 3rd grade Reading Passage and Question

Rolling West

Across the empty prairie, a line of wagons rolled slowly along. The wagons' white tops gleamed against the blue prairie sky. The wagons looked like sailing ships drifting among the tall grasses that waved in the wind.

In the 1800s, people loaded covered wooden wagons with their belongings and headed west on the Oregon Trail with other families. The journey was over two thousand miles long and took up to five months. Mules or oxen pulled the covered wagons. Each wagon looked like a large wooden box on wheels with a rounded cloth top. Its top helped shield the family's clothing, dishes, and few pieces of furniture from sun and rain.

There were no stores along the Oregon Trail. A covered wagon carried sacks of flour and cornmeal, rice, sugar, dried fruit, and beans. Water barrels and tools for repairs hung outside the wagon. Little room was left for passengers. Most travelers walked alongside the wagons.

This question has 3 parts. You must enter your answer for each part in the box provided. Read all parts before answering.

Part A

Name one way covered wagons made the journey along the Oregon Trail easier for the travelers.

600

Part B

Name a second way covered wagons made the journey along the Oregon Trail easier for the travelers.

600

Part C

Name a third way covered wagons made the journey along the Oregon Trail easier for the travelers.

600

Sequence	Grade	Question type	DOK level	Reporting category
3	3	Constructed response	2	Key Ideas and Details



Accountability and Next Steps

1. Making our School Leaders ***aware of the State accountability*** system and the implications for each individual campuses.
2. Begin ***triangulating individual school data***, setting goals and implementing a progress monitoring system with follow up.
3. Track our ***attendance rates*** by campus and looking at the trends.
4. Track and review our ***participation rates*** and review the trends.



Conclusion



We will continue to increase the knowledge, and build the capacity of our school leaders and district personnel to ensure we are implementing researched based instructional practices district wide.

Our goal is to ensure each student is provided the opportunity to maximize on their full potential.



Contact and Questions

Dr. Torrye Hooper

Deputy Superintendent

hoopert@nlrsd.org

(501) 771-8066



NLRSD

“Got Books? Love Reading! Reading is C.O.O.L.”

(Ccreates and Oopens Oopportunities to Llearn)

Community Reading Campaign

Presented by:

Mrs. Lori Smith

Executive Director of Elementary Curriculum, Assessment, and Accountability

Ms. Crystal Barker

District Parent and Community Engagement Coordinator

February 3, 2022



Purpose

- To engage parents and stakeholders in supporting reading across the district.
- To educate parents and stakeholders about the following:
Reading Initiative for Student Excellence (R.I.S.E.)
Wilson Language program (Foundations and Just Words)
- To increase parental involvement with reading at home.
- To increase reading scores among all subgroups in the district.
- To increase the percentage of students at each grade level who are reading on or above grade level
- By increasing all students' activity in reading, long term positive benefits include creativity, imagination, improved concentration, motivation, reduction of stress and much more.



Background Information

- All elementary schools received the Successful Outcomes for Arkansas Readers (S.O.A.R) Grant from The Department of Elementary and Secondary Education (DESE).
- Goal 2 of the Reading Initiative for Student Excellence (R.I.S.E) is to create community collaboration around reading.
- The S.O.A.R. Grant is used for:
 - reading instructional resources
 - community outreach
 - education around the importance of reading



Event Timeline

- **January 31, 2022**

- Parents are invited to a virtual Parent University to learn more about how reading is taught and the Wilson reading curricula.

- **February 10, 2022**

- The NLR Community is invited to our Parent and Family University session to learn information about the campaign and how they can get involved.

- **February 14-March 4, 2022**

- “Got Books? Love Reading!” campaign kicks off at each elementary building.

- **March 7-11, 2022**

- “Got Books? Love Reading!” culmination week
 - A night at each building (virtually) that involves activities for parents and students to celebrate reading.



Parent/Community Survey/Feedback

A survey has been emailed to parents and community stakeholders, to collect data around questions such as:

- How much time do you spend reading with your child daily?
- How familiar are you with the reading program used in all NLRSD elementary schools?
- Would you be willing to attend a class/meeting to learn more about how to help children with reading at home?
- Do you have a variety of books available for your child to read at home?

The same survey will be sent after the campaign to see if parents and stakeholders indicate that they know more about the reading program and how they can support their child.



Next Steps and Timeline

- Continue to engage parents with information, instructional tools, and strategies to support their child's reading growth and achievement.
- Post survey to parents, community leaders, and stakeholders - April 2023.
- Reflect on campaign with administrators to begin planning 2022-2023 "Got Books" reading campaign.
- Continue to monitor NWEA data to track progress toward reading growth goals.



Be watching for more information and join us in our efforts to get students to LOVE reading...





North Little Rock
School District

Parent and Family University



NLRSD PARENT & FAMILY UNIVERSITY
United for Student Success

SAVE the DATE
Got Books? Love Reading!
Reading is C.O.O.L
Creates and Opens Opportunities to Learn!

Illustration of children reading books and a graduation cap.

NLRSD Parents and Families - join us via Zoom for an open discussion about the techniques and curriculum used to teach reading in the classroom.

January 31, 2022 at 6:00 p.m. - 7:00 p.m.
Zoom link to join is coming soon.

NLRSD PARENT & FAMILY UNIVERSITY
United for Student Success

2022

GOT BOOKS? LOVE READING!

Reading is C.O.O.L Community Campaign

Join in and learn how you and your business can help motivate NLRSD scholars to LOVE reading.
February 10, 2022 - 6:00 p.m. - 6:30 p.m. via Zoom

Join Zoom Meeting:
Meeting ID: 998 1546 0878
Passcode: 079891

FOR ALL QUESTIONS CONTACT CRYSTAL BARKER: PARENT AND FAMILY ENGAGEMENT COORDINATOR AT 501-771-8013



Contact and Questions

Mrs. Lori Smith, NBCT, Ed. S.

Executive Director of Elementary Curriculum, Assessment, and Accountability

smithl@nlrsd.org

(501) 771-8120

Ms. Crystal Barker, M.A.

District Parent, Family and Community Engagement Coordinator

barkerc@nlrsd.org

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