



**Level 5 Exit Criteria  
For  
Pine Bluff School District School District  
  
Pursuant to Ark. Code Ann. § 6-15-2917**

## **Pine Bluff School District Executive Summary**

The Pine Bluff School District (PBSD) was placed under the direction of the Commissioner of Education on September 13, 2018. At that time PBSD was classified in Fiscal Distress. State statute related to schools classified in Fiscal Distress has given the State Board of Education the authority to administer a wide range of actions when schools or districts are classified in Fiscal Distress. These actions are inclusive of removal of the local school board and assignment of the overall district administration to the Commissioner of Education. The SBE voted to remove the school board and superintendent. Commissioner Key then appointed a new superintendent to oversee the district operations.

On November 8, 2018, the Pine Bluff School District was classified in need of Level 5 Support and state authority was reaffirmed by the SBE. PBSD has 5 of 6 schools that have a letter grade of F. The district also has 4 schools identified in need of Comprehensive Support and Improvement (CSI). These CSI schools are Broadmoor Elementary, Thirty-Fourth Street Elementary, Jack Robey Middle School and Pine Bluff High School.

State statute requires quarterly progress monitoring of districts in state authority with updates provided to the legislature. The intent of the requirement for quarterly reporting is to keep both the public and the legislature informed regarding progress toward the exit criteria from state authority. This report seeks to fulfill that requirement for the PBSD which is under state authority for academic issues.

The Arkansas Department of Education (ADE) subscribes to the educational research-supported belief that plans of improvement must be both personalized to a school, and developed by the educators and parents charged with the responsibility for increasing student assessed proficiency. ADE does not seek to impose a plan on any district but does seek to support districts in analyzing and supporting school level plans.

In keeping with the idea that each school across the state will have a personalized plan, the district in consultation with the ADE will collaborate on a district plan of support. A district support plan shall follow a continuous cycle of inquiry and at a minimum specify the support the public school district will provide to public schools identified pursuant to the Elementary and Secondary Education Act of 1965, Pub. L. No. 89-10, as reauthorized by the Every Student Succeeds Act of 2015, Pub. L. No. 114-95; collaboratively establish priorities regarding goals or anticipated outcomes with the school or schools, including feeder schools as applicable; identify resources to support the established priorities; describe the time and pace of providing support and monitoring for the established priorities; and describe the measures for analyzing and evaluating that the district support was effective in improving the school performance.

Pursuant to Ark. Code Ann. § 6-15-2917, a school district in Level 5 Support may only petition the State Board of Education for removal from Level 5 status after the Arkansas Department of Education certifies in writing that the school district has met all criteria for being classified as in Level 5 and has complied with all department recommendations and requirements for removal from Level 5 status. The Pine Bluff School District enacted a school level improvement plan and district plan of support aimed at meeting exit criteria for being classified as Level 5. The exit criteria is presented in this plan. The Arkansas Department of Education continues to provide technical assistance to the school district in an effort to return the school district to the local control of its patrons as soon as possible.

District Actions and Status Updates:

Insert Any Notes or Status updates by ADE or District

The exit criteria listed below is meant to be a combination of characteristics of district behavior and measurable achievement goals. These characteristics and achievement criteria should be met as part of the outlined strategies and action steps in the school level plans and district support plans. This work will be supported by ADE as needed. The evidence of each lagging indicator will be identified in consultation with the district.

Exit Criteria Indicator 1				
Collaborative teams regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.				
	Lagging Indicator	Responsible Party	Date Met	Evidence Met
Objective 1.1	Collaborative Teams meet weekly and spend 90% of their meeting time discussing and working on curriculum, instruction, and assessment. This is evident from team folders with agendas, minutes, and other collaborative work..	Building Principals		
(Insert Updates on Progress)				
Objective 1.2	School and district leaders regularly examine PLC collaborative teams' progress toward their goals. This is evident from a written plan to monitor and any artifacts of the monitorings.	Superintendent Assistant Superintendents Building Administrators		
Objective 1.3	The schools have schedules that allow for collaborative team within the contractual day. This is evident from a review of schedules.	Building Administrators		

Objective 1.4	The school has outlined a specific collaborative process to guide teams in their work. This is evident from written norms, use of data and copies of common assessments.	Building Teams		
<p style="text-align: center;"><b>Exit Criteria Indicator 2</b></p> <p><b>The school is aware of and monitors predominant instructional practices.</b></p>				
	Lagging Indicator	Responsible Party	Date Met	Evidence Met
Objective 2.1	Schools in consultation with the district have established expectations of predominant instructional practices. This is evident from a written outline of predominant instructional practices and artifacts of how this information is shared with teachers and staff.	ADE, District Administration.		District Instructional Model TESS/ LEADS Reports District Observational Report
Objective 2.2	Data from classroom observations are aggregated at the school level to show the predominant instructional practices are being implemented.			District Observational Report (Google Doc)
Objective 2.3	School leaders provide forthright feedback on an individual's teaching practices as evident in the TESS Software.			
Objective 2.4	School and district leaders are able to clearly identify the predominant practices across the entire school and district and the instructional practices they do not want to see used predominantly.			

<p align="center"><b>Exit Criteria Indicator 3</b></p> <p><b>The school provides teachers with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.</b></p>				
	<b>Lagging Indicator</b>	<b>Responsible Party</b>	<b>Date Met</b>	<b>Evidence Met</b>
Objective 3.1	The school leaders have a schedule indicating frequent observations and feedback to teachers. This schedule and feedback is monitored at the district level as evidenced by the TESS/LEADS Software.	Assistant Supts. Building Administrators		
Objective 3.2	School Leaders base teacher feedback on multiple sources of information including the use of highly specific rubrics for observation, self-reflections and other data.	Assistant Supts. Building Administrators		
Objective 3.3	Each teacher's Professional Growth Plan is personalized and is created based on feedback from school leaders. The PGP provides opportunity for career development or addresses areas of deficiency but is targeted to meet the needs of the teacher's career development.	Assistant Supts. Building Administrators		
<p align="center"><b>Exit Criteria Indicator 4</b></p> <p><b>The school curriculum and accompanying assessments adhere to state and district standards.</b></p>				

	<b>Lagging Indicator</b>	<b>Responsible Party</b>	<b>Date Met</b>	<b>Evidence Met</b>
Objective 4.1	The school has curriculum documents in place that correlate the written curriculum with the state standards and expectations of the district.	Assistant Supts. Building Administrators		
Objective 4.2	The school has documentation that examine the extent to which assessments accurately measure the written and taught curriculum and student progress as evidenced by ongoing assessment results.	Assistant Supts. Building Administrators		
Objective 4.3	Curriculum Maps are in place referencing the specific standards addressed during specific time frames in the school year.	Assistant Supts. Curriculum Team		
Objective 4.4	Collaborative teams meet regularly to analyze the essential content, written and taught curriculum and assessments.	Building Principals		
Objective 4.5	The district has a plan to monitor that this work is being completed.			
<b>Exit Criteria Indicator 5</b>  <b>The school manages its fiscal, operational, and technological resources in a way that directly supports teachers to provide a</b>				



safe, supportive and collaborative culture and increase student achievement.				
	Lagging Indicator	Responsible Party	Date Met	Evidence Met
Objective 5.1	All teachers have the resources they need to effectively teach.	Building Administrators Assistant Supts.		
Objective 5.2	The school leader accesses and leverages multiple resources and funds to support the work of the teachers.	Assistant Supts.		
Objective 5.3	The school-level budgets are developed and protocols are in place to maximize teacher access to resources for teaching and learning.	Building Principal Business Office		
Objective 5.4	The school schedule is designed to maximize opportunities for teaching and learning.	Building Principal Counselors		
Objective 5.5	The district has a plan to assist schools in a streamlined and effective manner that helps to maximize opportunities for teaching and learning.	Assistant Supts.		

## Quantitative Criteria To Be Met

All F schools meet or exceed 80.0  
Content with ELP Growth as identified  
in ESSA School Index.

### Growth

School	2016-2017	2017-2018	2018-19
Broadmoor	74.57	73.63	
Pine Bluff High	75.28	76.31	
Southwood	N/A	74.68	
Thirty-fourth Street	72.74	73.19	
W. T. Cheney	77.26	74.68	

The number of students in Close, Ready, Exceeds for both Math and ELA will exceed the number of students In Need of Support categories according to the ESSA School Index. This is for all F schools identified based on the 2017-2018 School Year	<div>2017-2018 ELA</div> <table><tr><th>School</th><th>In Need of Support</th><th>Close</th><th>Ready</th><th>Exceeds</th></tr><tr><td>Broadmoor</td><td>195</td><td>35</td><td>22</td><td>&lt;10</td></tr><tr><td>Pine Bluff High</td><td>339</td><td>78</td><td>52</td><td>39</td></tr><tr><td>Southwood</td><td>189</td><td>35</td><td>26</td><td>20</td></tr><tr><td>Thirty-fourth Street</td><td>181</td><td>41</td><td>24</td><td>11</td></tr><tr><td>W. T. Cheney</td><td>189</td><td>35</td><td>26</td><td>20</td></tr></table> <div>2017-2018 Math</div>	School	In Need of Support	Close	Ready	Exceeds	Broadmoor	195	35	22	<10	Pine Bluff High	339	78	52	39	Southwood	189	35	26	20	Thirty-fourth Street	181	41	24	11	W. T. Cheney	189	35	26	20
School	In Need of Support	Close	Ready	Exceeds																											
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School	In Need of Support	Close	Ready	Exceeds																											
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Pine Bluff High	423	65	21	<10																											
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W. T. Cheney	95	119	49	<10																											
Fiscal, operational, and human capital to support teaching and learning in an efficient and effective manner.	Meet components of the <a href="#">Fiscal Distress Plan</a> .																														

