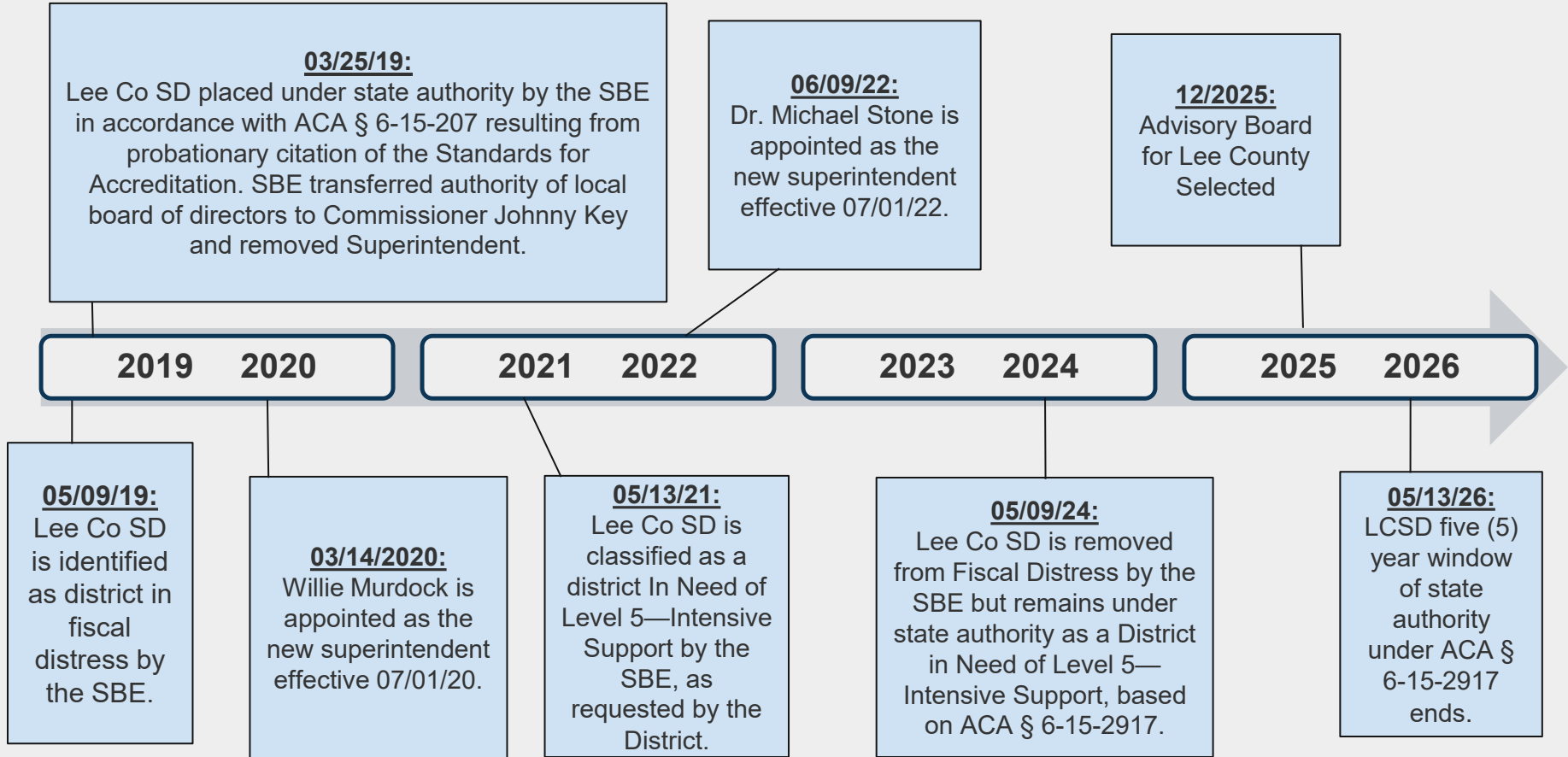


Recommendation for Lee County School District

Stacy Smith, Deputy Commissioner



Timeline



Exit Criteria



Indicator 1	The district has created and maintains a safe learning environment and adheres to the guidelines of the Arkansas School Safety laws and rules. The stakeholders of the school district perceive the school district to be safe and orderly.
Indicator 2	The district has systems in place to monitor student progress at all schools. The analysis ensures each school's instructional program centers around the collaborative efforts of instructional staff regarding curriculum, assessment, instruction, achievement of all students and support for student needs including academics and mental health.
Indicator 3	The school system adopts clear goals and instructional expectations originating from the district level. Schools establish goals aligned with the district. These goals should address all student populations. Systems and processes are in place for all transitions (e.g., pre-K, grade span configurations, career ready pathways based on high demand and high wage/post secondary/military/career). Roles and responsibilities of school staff are clearly defined and monitored.
Indicator 4	The school system recognizes common stages of educator growth from induction through retirement and has developed a plan for professional learning opportunities to support each employee and position with growth opportunities. This includes ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with the district instructional expectations and student achievement data.
Indicator 5	The school district curricula are on grade level, include High Quality Instructional Materials (HQIM) and are aligned to current Arkansas Academic Standards. Literacy materials are on the approved reading material list from DESE. Data from assessments are used to track individual student skill deficits and inform and direct all tiers of instruction.

District At-A-Glance



District Letter Grade	Lee High School (7-12)	Anna Strong Learning Academy (K-6)
D	F Graduation Rate: 86%	C

Anna Strong Elementary - Growth



Growth of all students



This measure shows how many students met their **individual growth goals** on the end-of-year tests. It highlights how well a school helps **all students make progress**, no matter where they start. Schools receive scores in **English Language Arts (ELA), English Language Proficiency (ELP), mathematics, and science**.

Data from the 2024-2025 school year.

ELA & ELP
56%

At this school last year, 56% of students met targets.

The state average was 53%.



Math
49%

At this school last year, 49% of students met targets.

The state average was 52%.



Science
46%

At this school last year, 46% of students met targets.

The state average was 49%.



Anna Strong - Growth of Lowest Quartile



Growth of low-performing students



This measure shows the **percentage of students who met their growth goals** among those who started in the lowest quartile for achievement. It reflects how well a school helps these students **make progress and catch up** over time in **English Language Arts, math, and science**.

Data from the 2024-2025 school year.

ELA
63%

At this school last year, 63% of low-performing students met targets.
The state average was 52%.



Math
56%

At this school last year, 56% of low-performing students met targets.
The state average was 54%.



Science
59%

At this school last year, 59% of low-performing students met targets.
The state average was 52%.





Growth of all students



This measure shows how many students met their **individual growth goals** on the end-of-year tests. It highlights how well a school helps **all students make progress**, no matter where they start. Schools receive scores in **English Language Arts (ELA), English Language Proficiency (ELP), mathematics, and science**.

Data from the 2024-2025 school year.

ELA & ELP
41%

At this school last year, 41% of students met targets.
The state average was 49%.



Math
38%

At this school last year, 38% of students met targets.
The state average was 52%.



Science
42%

At this school last year, 42% of students met targets.
The state average was 49%.



Lee High School - Growth of Lowest Quartile



Growth of low-performing students



This measure shows the **percentage of students who met their growth goals** among those who started in the lowest quartile for achievement. It reflects how well a school helps these students **make progress and catch up** over time in **English Language Arts, math, and science**.

Data from the 2024-2025 school year.

ELA
51%

At this school last year, 51% of low-performing students met targets.

The state average was 54%.



Math
49%

At this school last year, 49% of low-performing students met targets.

The state average was 56%.



Science
62%

At this school last year, 62% of low-performing students met targets.

The state average was 57%.



Advisory Board



Dr. Kellie Farris

Rev. Carl Bledroe

Yolanda Lemon

Kelly Reddick

Kristi Wilson

- Initial training held in December 2025
- All Advisory board members applied and were independently scored by a committee

Rubric for Exit Criteria



Score	Criteria
1	Not Attempting: Has not attempted to develop and implement well-defined, routines and procedures that lead to INDICATOR
2	Beginning: In the beginning, yet incomplete, stages of developing and implementing well-defined, routines and procedures that lead to INDICATOR
3	Developing: Has developed and implemented well-defined, routines and procedures that lead to INDICATOR
4	Applying: Has developed and implemented well-defined routines and procedures that lead to INDICATOR AND can produce concrete results to show the desired effects of these actions.
5	Sustaining: Continually cultivates information through quick data sources to monitor indicator and it takes proper actions to intervene when quick data indicate a potential problem.

Exit Criteria



Indicator 1: The district has created and maintains a safe learning environment and adheres to the guidelines of the Arkansas School Safety laws and rules. The stakeholders of the school district perceive the school district to be safe and orderly.

Overall Score: Indicator 1 - School Safety

Met

Objective 1.1	Monitors safety and security through the state tool or other resources
Objective 1.2	Administers surveys pre and post on school safety with all stakeholders
Objective 1.3	Develops and Communicates a School Security Plan with appropriate stakeholders/Protocol for visitor access
Objective 1.4	Employs adequate number of School Resource Officers and Security Personnel and utilizes security team to maximize effectiveness
Objective 1.5	Develops a crisis response plan collaborating with all pertinent stakeholders (district/school staff, local emergency response agencies, security staff, etc.). Maintains, communicates and provides staff training. The plan should include, but not limited to, safe, effective and evidence -based protocols for responding to death by suicide threats; student or staff death; students who display urgent and challenging behaviors requiring de-escalation or other actions to reduce incidences of injury or harm to self or others.

(1) Not Attempting (2) Beginning (3) Developing (4) Applying (5) Sustaining

Exit Criteria



Indicator 2: The district has systems in place to monitor student progress at all schools. The analysis ensures each school's instructional program centers around the collaborative efforts of instructional staff regarding curriculum, assessment, instruction, achievement of all students and support for student needs including academics and mental health.

Overall Score: Indicator 2 - Monitoring Student Progress

3.77

Objective 2.1	The district leadership teams visit schools to observe team meetings.
Objective 2.2	The develops, implements and monitors a district plan of support (DPS) based on the school improvement plans submitted to the district.
Objective 2.3	Coordinates and integrates stakeholder engagement programs, activities, and strategies with early childhood programs, college and career ready resources or organizations, parent resource centers, or other programs that encourage and support engagement.
Objective 2.4	Engages in effective ongoing two-way communication with all stakeholders. Acknowledges and values varying points of view.

(1) Not Attempting (2) Beginning (3) Developing (4) Applying (5) Sustaining

Exit Criteria



Indicator 3: The school system adopts clear goals and instructional expectations originating from the district level. Schools establish goals aligned with the district. These goals should address all student populations. Systems and processes are in place for all transitions (e.g., pre-K, grade span configurations, career ready pathways based on high demand and high wage/post secondary/military/career). Roles and responsibilities of school staff are clearly defined and monitored.

Overall Score: Indicator 3 - Instructional Expectations

3.70

Objective 3.1	Develops and implements a model of instructional practice and expectations aligned with the district through collaboration.
Objective 3.2	Each school develops a plan that establishes a set of measurable goals and monitors progress toward meeting the goals through the instructional model and expectations.
Objective 3.3	Prioritizes attainment of instructional goals for ALL student populations including, but not limited to, students with 504 plans, IEPs, ELL, at risk and G/T.
Objective 3.4	Develops robust PreK program and secondary career and college pathway with comprehensive transition plans for students moving between educational levels (e.g., pre-K to elementary, middle school to high school, and post-secondary transitions).
Objective 3.5	Defines and communicates roles and responsibilities for district leaders, school administrators, teachers, and support staff.

(1) Not Attempting (2) Beginning (3) Developing (4) Applying (5) Sustaining

Indicator 4: The school system recognizes common stages of educator growth from induction through retirement and has developed a plan for professional learning opportunities to support each employee and position with growth opportunities. This includes ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with the district instructional expectations and student achievement data.

Overall Score: Indicator 4 - Educator Growth

3.35

Objective 4.1	Building leaders work with teachers to develop clearly defined Professional Growth Plans (PGPs) for instructional personnel, monitor the implementation of the plan and support the progress as needed.
Objective 4.2	Conducts ongoing teacher observations utilizing data from a variety of sources that provide frequent collaborative feedback to practitioners on pedagogical strengths and weaknesses.
Objective 4.3	Assigns teachers to subject areas or grade levels based on data collected through observations, interim assessments, and state summative assessment to ensure that highly effective teachers are placed in identified priority areas within the school.
Objective 4.4	Develops and provides quality professional learning with opportunities for job-embedded coaching and/or mentoring to assist instructional personnel in improving pedagogical practice.
Objective 4.5	Develops plans for recruitment and retention of high quality staff with appropriate support for new practitioners.

Exit Criteria



Indicator 5: The school district curricula are on grade level, include High Quality Instructional Materials (HQIM) and are aligned to current Arkansas Academic Standards. Literacy materials are on the approved reading material list from DESE. Data from assessments are used to track individual student skill deficits and inform and direct all tiers of instruction.

Overall Score: Indicator 5 - High Quality Instructional Materials

3.83

Objective 5.1	Ensures a guaranteed and viable curriculum.
Objective 5.2	Develops an assessment plan shared with all appropriate staff members.
Objective 5.3	Purchases and implements supplemental materials (HQIM) provided to support Tier II and Tier III interventions.
Objective 5.4	Develop collaborative teams that focus on data to inform academic and behavior interventions. Ensure the RtI Academic and RtI Behavior teams meet consistently to review data and identify specific student needs based on data review.
Objective 5.5	Develops and implements preventive processes for students and staff including a robust MTSS process that ensures appropriate staff are aware of specific student needs.

(1) Not Attempting (2) Beginning (3) Developing (4) Applying (5) Sustaining

Exit Criteria



Overall Exit Criteria Score		3.66
Indicator 1	School Safety	Met
Indicator 2	Monitoring Student Progress	3.77
Indicator 3	Instructional Expectations	3.70
Indicator 4	Educator Growth	3.35
Indicator 5	High Quality Instructional Materials	3.83

(1) Not Attempting (2) Beginning (3) Developing (4) Applying (5) Sustaining



8.10.4 The State Board may approve that the exit criteria has been met and remove the district from Level 5 Intensive Support and place the district in Level 4 Directed Support for one (1) year with monitoring by the Division and quarterly reporting to the State Board of Education.

8.10.4.1 Division monitoring criteria shall include the district's continued stability and sustainability of previously identified exit criteria.

Superintendent Dr. Stone



Recommendation



Recommendations



The Division respectfully requests that the SBE:

1. Find that the district has met the criteria to exit Level 5 Intensive Support, remove the Level 5 classification, and allow the District to receive Level 4 Directed Support.
2. Return Lee County School District to local control with the current advisory board as the new local school board.

